

Childhood Education

For the Advancement of Nursery-Kindergarten-Primary Education

DOROTHY E. WILLY, Editor

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Next Month—

■ "Attitudes and Appreciations in Third and Fourth Grade Music" by Ruth G. Strickland and Gertrude S. Stokes, Oak Lane Country Day School of Temple University.

■ "Presenting Literature to Children" by May Hill Arbuthnot, Western Reserve University. This is the fifth article in the series, "Old Values and New Trends in Children's Literature."

■ "The Kindergarten Child and His Group" by Stella Louise Wood, Miss Wood's Kindergarten and Primary Training School, Minneapolis.

■ Worth McClure, Superintendent of Schools, Seattle, Washington, will present ways and means of providing educational opportunities for young children in a public school system.

■ "Activity Programs in Crowded Classrooms" by Clara Tutt, Whitewater, Wisconsin.

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The Spirit of Education

The Spirit of Education is seen in the center of the picture, parting the clouds of ignorance and prejudice. In one hand she holds aloft the flaming torch of enlightenment; in the other she carries the book of learning. The left-hand processional represents pioneer teachers. The first figure is that of the colonial schoolmaster, near whom is a group of children carrying hornbooks. Some distance back is Booker T. Washington, and at the extreme left Benjamin Franklin, Thomas Jefferson, and Joseph Lancaster.

The right-hand processional is led by Horace Mann. Beside him stands Mary Lyon. Then in turn come Henry Barnard, Lowell Mason, John Dewey, Charles W. Elliott, and Francis W. Parker, all notable figures in the development of education in America.

Editorial Comment

What Should Celebrations of Lincoln's and Washington's Birthdays Mean to Children?

WHEN the teachers of today were children, they gained an impression of Abraham Lincoln and George Washington as vague and unearthly as were the figures of Bible characters or legendary saints. A shimmering halo set such persons apart from ordinary life. Even in childhood they were supposed to have been prodigies of character. The greatness of Washington was supposedly symbolized by his inability to lie about the fictitious cherry tree. Lincoln was presented as a model for youth because he read *Pilgrim's Progress* by firelight, and walked miles to return a few cents change.

The teacher who has read the best historians and biographers has now a very different idea. It is not that the leaders seem any less great. On the contrary, only when the real task of Washington or Lincoln is understood, and the real human obstacles faced, can the magnificent and extraordinary service which they rendered be appreciated. But this is no meat for babes. How shall a child understand what it meant for a wealthy patrician planter of Virginia to break with the traditions of his class, to become a militant revolutionist against a government to which he had been brought up in loyalty, and to weld together in cooperative struggle the irregular, scattered, conflicting efforts of sections, of economic groups, and of contrasting political schools? If, with Charles Beard, we see the middle of the nineteenth century as a "Second American Revolution," replacing the economic and social order of the plantation by the more efficient and aggressive, if less charming, social order of industrialism, we feel bewildered by the task of making clear to a child what it meant for Lincoln to lead the forces in such an upheaval.

AND yet the principle is clear. What is important about George Washington is what he achieved, not his real or fancied virtues. Thousands may have had childhood experiences more admirable than those of Honest Abe, but no one else in our history exercised a comparable statesmanship during civil or class war. Lincoln and Washington should mean to children, not saintliness, not shining-model childhoods, but social engineering. As we honor Darwin, Pasteur, Freud or Edison for what new they have contributed to science, we should prize even

more the insights of those rare individuals who have led in the creation of new social and political realities. This is patriotism with understanding. It is love of country because of what one's leading fellow citizens have been able to accomplish for the world, rather than blind idolatry of patriotic symbols.

It will take considerable pains and experiment to translate successfully the real meaning of Washington and Lincoln to the level of child understanding and child experience. Log cabins easily suggest classroom activities, but unfortunately they have nothing to do with helping children learn anything important from Lincoln's social contribution.

A good beginning toward genuine patriotism will be a re-study by teachers themselves of the work of these leaders in relation to the social background and crises of their own day. Before interpreting Washington or Lincoln to children, we adults must understand what it meant to administer the climax of a revolution.

THE next step is to ask ourselves, "Do children living in the United States today have problems which can best be solved by methods similar to those which Washington and Lincoln reluctantly but effectively adopted? Problems within classroom relationships? Problems in school life more broadly conceived? Problems of security and justice in the economic status of their parents and their big brothers and sisters?"

Is there, as children see it, any likelihood that they may have to struggle in their generation for the ideals which motivated the great patriots of the past? Will the methods have to be the same?

It is dangerous to teach real patriotism at any time—but especially perilous in times of crisis. Would it not be a strange irony if interference with a realistic program of getting children to appreciate Washington and Lincoln should arise from groups who think of themselves as especially "patriotic"?

—GOODWIN WATSON



The crying task of every human race
Is so to plan their children's earthly way
That opportunity and work and play
Are as the air of heaven, a commonplace
Granted by right of birth and not by act of grace.

—EDEN PHILLPOTTS

Childhood Education in Other Countries

MARY E. LEEPER

LET us catch glimpses of childhood education over the world through reports given at three international conferences held last summer in Geneva, Brussels, and Oxford. These reports and discussions demonstrated repeatedly that world-wide interest in the education of young children is no longer merely a dream but a living, happy reality. To what other interest could be attributed the willingness of the delegates to spend hours in discussing the preparation of teachers for the elementary schools, and in listening to reports of what other countries are doing for young children?

The Fourth International Conference on Public Instruction held in Geneva was called by the International Bureau of Education of which Dr. Jean Piaget is director. Around a conference table for five days, sixty-four delegates, representing forty countries, listened to reports of and discussions on present practices and accomplishments in public education over the world. Some told joyfully of increased allotments for education or of the adoption of a more progressive educational program. Others stated difficulties and asked for helpful suggestions. Resolutions that might prove valuable in substantiating claims to their governments for increased grants or for the adoption of progressive educational measures were discussed. The conference room was pervaded with an eagerness to learn, a steady hopefulness, a spirit of utmost friendliness. Perhaps the environment had something to do with this for in Geneva you are not only surrounded by mountains, but with peace; not only by the world of today, but by the world of yesterday; not only with reminders of achievement, but with reminders of toil and patience.

The conference at Brussels was under the

Last summer Miss Leeper as the official delegate of the Association for Childhood Education attended conferences in Geneva, Brussels, and Oxford. Through an appointment by the Department of State she also represented the U. S. Government at Geneva and Brussels.

patronage of the Belgian Government and was the Fifth International Congress on the Education of the Family. Factors related to and responsible for the formation of character were considered at this conference. Church workers, social workers, teachers, and parents from many parts of the world gathered together in small discussion groups to talk and to ponder on what could be done to assist in the formation of the most desirable type of character. This conference was one unit of a series of congresses which were held as a part of the official program of the Brussels International Exposition.

The conference in Oxford was called by the World Federation of Education Associations. Here thousands of delegates from "every tribe and kindred" gathered.

Mr. Mander, President of the World Federation of Education Associations, expressed the purpose in these words: "To promote goodwill and mutual understanding between peoples, and to make a lasting contribution to the cause of peace through world cooperation in education." Surely Oxford offered the ideal environment for a conference with such a purpose, for its gardens, meadows, streams, buildings and even the atmosphere spoke of beauty and peace.

TEACHER PREPARATION

What did these three conference groups have to say on the preparation of teachers for the elementary school? That they had so

much to say about it, is one reason for believing that there *is* an increasing world-wide interest in the education of young children.

In Geneva, delegates attempted to arrive at conclusions concerning the preparation of elementary teachers, conclusions on which all countries represented could agree. Some of the decisions reached were that:

In nearly all countries the preparation of elementary teachers occupies a foremost place in the thought of school authorities, for the task of the teacher of young children grows increasingly difficult and complex.

The personality of the teacher is of utmost importance.

The current trend is in favor of preparing teachers in universities.

The age of admission to training should insure on the part of the candidate moral and intellectual maturity, and a deep consciousness of the importance and responsibility of the teacher's task.

The years of training should, without overworking, provide time for both general culture and professional training.

Professional training should provide theoretical and practical training along progressive lines, a definite program of individual research, and practice in making acceptable contacts between the school and the community.

Training while in service or "refresher courses" should be emphasized.

At the Brussels conference there was much discussion of the preparation of teachers who could help children to develop desirable character traits.

At the Oxford conference an entire section was devoted to the discussion of teacher preparation. Here emphasis was placed upon many of the points agreed upon by the Geneva group. Particular note might be made of a remark made by Mr. Lawton of England. He said, "A good general education is fundamental to the prospective elementary teacher but something else must be added . . . Teachers need association with life to fit them *for* life."

WHAT IS BEING DONE

From the reports given at the three conferences let us discover what is being done

through the world to provide educational opportunities for young children. Many countries are concerned over this problem and some of them are really doing a great deal about it. Here are brief messages from some of them:

Australia

The Nursery School Association of Victoria reports that after five years of labor they have convinced some people of the need of more than just physical care for the young child. They look forward to the time when nursery schools will be available to children in all parts of Australia.

The latest extension of the work is the formation of a Guidance Nursery in connection with the Psychiatric Clinic, Children's Hospital, Melbourne.

Bolivia

Following the 1934 decree on education, schools for small children, or kindergartens, are being created, one for every 5,000 inhabitants.

In scattered sections summer kindergartens will be open to the children whose mothers work in the fields.

Bulgaria

For the ninth time the whole of Bulgaria celebrated May 12 as Children's Day. The profits of the manifestation were devoted chiefly to holiday camps and other outdoor activities for children.

Ecuador

Ecuador has again increased her educational budget. Much is being done to develop the rural schools and kindergartens.

England

There are sixty-six nursery schools in England receiving Government Grants and providing for 5,000 children.

The Government has recently announced that recognition can be given to nursery schools in areas where social conditions are unfavorable to a healthy childhood. This may mean a considerable increase in the number of recognized nursery schools during the next few years.

Effort on the part of philanthropic agencies to provide nursery schools for children of the unemployed continues. The Emergency Open-Air Nurseries Committee of the Save-the-Children Fund has opened eight emergency nurseries. Four of these have been recognized by the Government and receive Government Grants. There has been a notable increase of interest in

nursery schools on the part of people in comfortable circumstances and the number of private nursery schools is increasing.

The Nursery School Association of Great Britain has been working since 1923 to disseminate information about nursery education and to bring about a strong public demand that nursery schools shall take their place as the foundation of the national system of health and education. This work is still in progress and efforts will not be relaxed until the nursery school is actually the foundation of the national system of education.

Hungary

In the field of preschool education Hungary has made advance worthy of her cultural traditions. Following the war, under the sponsorship of the Save-the-Children Fund, nurseries were established for the poorest children in Budapest. These schools give the child day-long care under conditions that seek to reflect normal home life. They foster physical and moral development. Through the children these nurseries help and encourage parents to rebuild shattered homes and to assume proper parental responsibility.

The County of Pest adjacent to Budapest is now organizing nursery schools in its towns and villages. The communes provide the buildings, the Hungarian Red Cross, the furnishings. The cost of food is provided from the poor tax. Half the teachers' salaries are paid by the county government and half by the Ministry of Public Instruction.

India

There are over fifty million children in India who should be in elementary schools. Only one-fourth of them are in school. For this reason it will be some time before the problem of preschool education will be tackled properly and on a large scale. Those convinced of the importance of the care of children during the first five years are carrying on an uphill task. So far the movement has done no more than touch the fringes of the problem of meeting the needs of the masses.

Iran

Under the program of reform in education it is planned to establish nursery schools as an integral part of the system of public education.

Ireland

In Northern Ireland the Education Act of 1923 contained the same clauses relating to nursery schools as are in the English Act, but authorities have not yet availed themselves of this power. Belfast has the only nursery school in

Northern Ireland. However, this school has already influenced public opinion and other centers are hoping to open nursery schools soon.

In the Free State there are no nursery schools. In Dublin definite steps have been taken by private individuals, a promise of a site has been secured from the Board of Health, and it is hoped that a nursery school may soon be established there.

Japan

Popular interest in the preschool movement has increased rapidly during the present year. Two methods are in use in providing for children of preschool and kindergarten age: through the "Yōchiën," conducted for educational purposes and controlled by the Minister of Education; and through "Takujijō," the purpose of which is mainly social amelioration, directed by the Social Bureau of the Department of Home Affairs.

There are 3,403 "Yōchiën" and 463 "Takujijō." The former charge fees and the latter are free. In addition to these a large number of nursery schools are conducted for children of agricultural workers during the harvesting season.

New Zealand

Educational standards are high and free primary and secondary education is maintained for all. However, the most important phase of child life, the preschool period, receives the least help from the government.

The Free Kindergarten Association of New Zealand has by its efforts established thirty-two kindergartens in the five larger centers. There are long waiting lists at these schools since finance and staffing are insufficient to provide for all applicants.

Norway

Nursery schools and kindergartens are developing rapidly in Norway. A training school for kindergarten teachers will open in Oslo this fall.

Palestine

There are 225 kindergartens maintained in this country.

Scotland

There are twenty-three nursery schools in Scotland. In addition to these nursery schools there are many Toddler's Playrooms and playgrounds. Edinburgh has sixteen of these organized by the Voluntary Health Workers Association.

The pioneer nursery schools showed the way and proved conclusively the benefits of the nursery school to the community. Public bodies

have been lamentably slow in following up these pioneer efforts. No voluntary effort can ever hope to do more than touch the surface of the great problem of providing for the needs of the preschool child because of the vast number in this group.

Sweden

In many respects Sweden is a happy country, and comparatively good provision is made for the right treatment of babies and school children, but preschool education is still too dependent upon private initiative.

The Swedish Froebel Association, the only existing center for such work, arranges lectures and courses in various parts of the country, not only for the further education of their members, but also to arouse interest in and understanding of the movement by the general public. Sweden has over one hundred childgardens distributed in twenty-eight towns and three industrial boroughs.

In the fall of 1935 the council schools of Gothenburg opened two experimental childgardens. Swedish children do not enter formal school until seven, therefore childgardens are a particular need.

Russia

Kindergartens in Russia are attended by children from three to seven years of age. The children remain in kindergarten for nine, ten and even fourteen hours a day. This gives time for taking walks, having a nap, and being fed in the school.

In 1929 there were 2,219 permanent kindergartens with 115,000 children enrolled. In 1934 there were 20,400 preschool institutions with one million children enrolled, and in addition to this number three million were enrolled in temporary seasonal playgrounds.

The kindergarten curriculum is published by the people's Commissariat of Education and takes into consideration the aims of communist education as well as children's characteristics at the different ages. Though the work in the kindergartens is directed by the general curriculum, the latter is adjusted to local environment.

Wales

Public interest in nursery schools is developing and Welsh education authorities plan soon to open three new nursery schools.

Two emergency open-air nurseries, built by unemployed men on what had been rubbish heaps, are doing splendid work. Results are apparent in the improved health and habits of the children.

Yugoslavia

Child Week in May was organized by the Yugoslavia Child Welfare Union. The program included talks in all elementary, secondary, and vocational schools on the feeding of children. There were pertinent sermons in the churches, synagogues, and mosques. Lectures, radio programs, propaganda films, festivals and concerts throughout the week emphasized the child and the responsibility of the adult for him.

These conference delegates, representing many countries, were earnestly concerned with the welfare and educational guidance of young children. We dare to hope that this concern for children may become universal and that the nations will increasingly *do something about it*.

An orchestra has many different players and as many different instruments. Harmony results only when all players and all instruments follow the same musical theme. When different nations with their different instruments can follow together the same theme—that of providing for the education and welfare of young children—then may the world hope for actual, not merely rhetorical, harmony. This is not an unselfish hope conceived wholly for the benefit of the child. The greater good will come not to the child nor to ourselves, but to humanity, for as Dr. Montessori said in an address at Oxford:

"Upon the school and the home working harmoniously depends the evolution, not merely of a happier child but of the whole future of humanity. The child is not merely a person in need of help and tenderness, he is no less than the one upon whom the whole community depends."

The following resolution, adopted by the World Federation of Education Associations, might be used as the harmony theme of the nations:

"That, having regard to the great and far-reaching importance of education in the early days of childhood, the education of all children of preschool and kindergarten age should be the duty and the responsibility of the education authority in every country."

Verse-Speaking Choirs for Children

ELOISE RAMSEY

THE verse-speaking choir in the elementary school is at once an innovation and a revival: new in that the speaking of verse by organized groups of children under skillful direction offers a much needed kind of social and aesthetic experience, old in that beautiful speaking of verse in unison continues the tradition of minstrelsy that has kept poetry a living thing for generations.

Young children profit immensely from the experience of listening to poetry and saying poems together. That it may be rich and meaningful for them it is important to know what may be desirable to encourage in the way of verse-speaking on elementary age levels, and to discover the techniques suitable for use with young children.

THE CHOIR LEADER

At the outset let it be understood that a verse-speaking choir for any age level requires a trained leader, if membership in a choir is going to be worth-while. What should the leader of a speaking choir be able to offer as an interpreter of poetry? Above all, the leader of any speaking choir must be able to read verse in a manner that reveals the full meaning and emotion of the words. This sensitivity to the medium of poetry should be reinforced by a skillfully modulated voice, precise and finished enunciation, and proper breath control. Obviously the teacher who wishes to lead children in the speaking of verse must possess an intimate and appreciative knowledge of many kinds of poetry and a feeling for words as a medium for expression.

Lest the necessity for techniques inter-

Verse-speaking choirs for young children are gaining rapidly in popularity. Miss Ramsey of Wayne University points out desirable objectives to encourage in verse speaking on elementary age levels, and describes techniques suitable for use with young children.

feres, as it may, with enjoyment of the speaking of verse, the leader of a choir composed of elementary school children must have at her command a wealth of suggestions with which to show children in intimate and subtle ways how to use their voices well, improve their speech, and develop breath control without resort to technical exercises or indulgence in personal comment. Mastery of essential techniques in itself is not enough, for the proof lies in skillful adaptation of techniques to the needs and interests of children. For example, in working with American children it has been found that the use of jingles as an aid in perfecting the shaping of vowels and the slurring of consonants and the "lipping" advocated by Marjorie Gullan and her associates in the verse-speaking movement in England simply do not work. However well technical exercises may serve English children, experience in attempting their use with American children has shown there is nothing to be gained from what one boy called "the practicing." The reasons are various: unlike pupils in English schools any group of children in an American public school is socially and racially heterogeneous to the point that it is a blunder to call attention to the differences in speech inevitable in such groups; our children are naturally impatient,

hence their lack of interest in preparation for the future application of techniques; even the youngest Americans are avid for results, consequently they like direct approaches. The better way to initiate verse-speaking with American children is to choose a poem well suited to the tastes and social background of a particular group and to help them do with their voices what the poem demands.

Since choral speaking is of necessity an activity in which the teacher leads, it is obvious that preparation for the work means specialized training no less than does the teaching of music or the graphic arts.

HOW TO START A VERSE-SPEAKING CHOIR

First of all, it is necessary that children should have the experience of listening to an abundance of good poetry beautifully spoken. Just as they need to hear much good music in order to enjoy it, they should hear melody and cadence in words. The selection of verse for the beginning stage should include poems with strong, primitive rhythms and singing quality. The poems that *say* rather than *sing* and the verse which "domesticates the domestic," in the admirable phrase of Padraic Colum, are not happy choices for the purpose of luring children into the experience of speaking verse with charm and satisfaction. The poems chosen should be varied in rhythm, pattern, color, and mood. As the children listen, any comments they may offer are accepted. The teacher's remarks, if any, should be brief and simple. For example, before reading "Overheard on a Salt-Marsh" by Harold Monro, the teacher said, "This is a poem I say over and over to myself because I like to listen to the voices speaking in it." Children ask for poems they happen to remember, volunteer to say the ones they know, and help to create an atmosphere for a new way of sharing the pleasures of poetry.

When the idea of a choir is introduced,

the first suggestions about it should be very simple. The wise leader does not clutter up the scene with talk about testing voices or discussion of plans for the organization of a choir. One may begin by saying, "There is something we can do together that helps us to like poetry better." Then follows the repetition of a poem well suited to choral speaking. As the teacher speaks the lines, she taps its rhythm lightly with the tips of her fingers. By showing the children how this is done the next step comes easily. They now begin tapping out the rhythm of the verses in time with the teacher's repetition of the poem and thus learn how to follow a rhythmic pattern and to observe pauses. For them it is a new kind of fun, and at the same time they are having an educational experience of real value in learning how to follow exactly the movements of the leader's hands in perfect time with the members of the group. Since quick recognition of rhythm is fundamental for an appreciation of poetry, children should listen to the vigorous rhythms of marching, running, skipping, hammering, tramping and dancing expressed in words.

The "learning by heart," which quickens the imagination, comes incidentally. Children listen to poems which are presented as wholes, and with the complete pattern of the poem in mind, fit the words to the pattern effortlessly. It is simple to help them to understand why the words remembered must be those used by the poet, otherwise the pattern of the poem is destroyed and it has no meaning. Insistence upon precise repetition makes it possible to explain what is meant by *pattern* in verse, an idea which children find fascinating.

Selection of material for quick recognition of rhythm always includes many rhymes from that inexhaustible store, *Mother Goose*. In addition, the following poems have been used with success: "Happiness," "Disobedience," and "Jonathan Jo" by A. A. Milne;

"The Huntsman" and "Alas! Alack" by Walter de la Mare; "The Swing" and "Windy Nights" by Robert Louis Stevenson; "The Lobster Quadrille" by Lewis Carroll; the "The Potatoes' Dance" by Vachel Lindsay. A few poems, well chosen and suited to the interests of the group, suffice to stimulate quick rhythmic response.

When children can recognize a variety of rhythms easily and can follow the movements of the leader's hands accurately, they are ready for the next step—an appreciation of rhyme. Rhyme may be introduced by repeating poems which have interesting rhyme schemes, such as "Ding, Dong Bell" and "The Three Foxes" by A. A. Milne; "Bunches of Grapes" by Walter de la Mare; "A Fairy Went A-Marketing" by Rose Fyleman; "Twenty Foolish Fairies" by Nancy Byrd Turner, and "The House of Dogs" by Herbert Asquith. In drawing attention to rhyme it is well at first to avoid the use of the term itself and to talk about rhymes as rich, amusing, and interesting sounds. After children have listened to the repetition of poems chosen for appreciation of rhyme, the leader may invite them to say the rhyming words with her while she repeats the poem as a whole. Again the leader may pause whenever the rhyming words come in, and the children may supply them. Experimentation after this fashion with the sounds of words results in a repetition of poems with a nice observation of rhyme unmarred by sing-song. Care in noting pauses helps children to discover mid-rhymes and any lines which do not rhyme.

Following the work with rhyme it is interesting to present a few poems in which imitative sounds are used effectively, such as "The Weather Factory" by Nancy Byrd Turner, "Koorookoo! Kookoorookoo!" by Christina Rossetti, "The Barber's" by Walter de la Mare, "The Hens" and "Water Noises" by Elizabeth Madox Roberts, "Skating" by Herbert Asquith, "Ice" by Dorothy

Aldis, and "Spring" by Thomas Nashe.

Children in a verse-speaking choir gain much from the repetition of poems which offer them the experience of listening to lovely tone color in verse, "Merry are the bells, and merry would they sing"—a traditional rhyme, "Blow the Stars Home" by Eleanor Farjeon, "The Horseman" and "Some One" by Walter de la Mare have proved happy choices for the discovery of the sheer beauty of tone color in poetry. Quick response to rhythms and a feeling for rhyme prepare the way for the deeper appreciation of color in words.

SOLO SPEAKING AND TWO-PART CHOIRS

Up to this point the group has worked together as a whole. It is possible to give an entire class the pleasure of joining in the speaking activities described. It is easier to handle a group of not more than twenty, and of course small groups are better if program work is attempted. However, in the elementary school the teacher's aim should be to give as many children as possible the experience of speaking together. The idea of blending the voices of the group into a choir may be developed now by introducing a poem in which there is an opportunity for using a small group of voices for a single line or a refrain while the larger group of voices speak the other lines in the poem. "Buckingham Palace" by A. A. Milne is an excellent poem to choose for this purpose. How shall the lines spoken by Alice be delivered?

They're changing guard at Buckingham Palace—
Christopher Robin went down with Alice.
Alice is marrying one of the guard.
"A soldier's life is terrible hard,"

says Alice.

The contrast is more effective when the lines are spoken by possibly four voices against the background of all the voices saying the other lines. The problem of finding the voices in the group that sound well together

requires much careful listening by each member of the group. "They sound like one voice," remarked a child in a class in which the leader and the children were choosing voices for Alice.

Part work is now on the way. It is not desirable to encourage solo work with speaking choirs in the elementary school. If there is opportunity for solo work, it is better to find the three or four voices that will produce the right effect when they are heard together. Perhaps the greatest value of the speaking choir for children is in the social situation which enables them to speak together for the sake of making their repetition of a poem in harmony with the demands of the poem. These important social values are lost whenever the matter of solo speaking enters into the scheme. The group may be small, but it is always a group.

Through experimentation of the kind described, differences in quality of voice are observed, and by means of simple explanation the leader may show how some of the voices in the group are "light" and others are "dark." Thus the "light" voices and the "dark" voices may be grouped, and a two-part choir arranged. On the elementary age level a more elaborate organization of a speaking choir is neither necessary nor desirable.

Once the group has become a two-part choir it is possible to try extremely interesting work with poems having refrains. Simple poems like "Shoes and Stockings" by A. A. Milne, or "The Monkeys and the Crocodile" by Laura E. Richards are admirable for introducing two-part work. Story poems now come into their own. "Old King Cole" is a delightful ballad with which to begin work on narrative poetry. "The Owl and the Pussy Cat" and "The Jumblies" by Edward Lear, and "The Potatoes' Dance" and "The King of Yellow Butterflies" by Vachel Lindsay are poems which arouse the liveliest enthusiasm among boys and girls for speaking verse well.

PATTERN IN POETRY

When a choir has progressed to the stage of trying two-part work, it is important to devote some attention to pattern in poetry. One may offer a few stanza patterns, some with two lines, some with three lines, and some with four lines. Up to this point the presentation of poetry by the leader is entirely oral, but with the introduction of pattern as such it is necessary to consider the visual aspect of verse. The poems selected may be written on the board, though it is better to write them on large sheets of paper in manuscript. For two-line stanzas, "The Hens" by Elizabeth Madox Roberts or "The White Fields" by James Stephens are suitable selections.

The study of the pattern of the poem chosen begins with observing that the first stanza contains two lines, and then finding that all the other stanzas of the poem contain the same number of lines. Previous experience with rhyme helps children to appreciate the effects produced when the leader reads the lines to show which ones end with the same sounds. The study of the two-line stanza is followed by a good example of a three-line stanza. "Crescent Moon" by Elizabeth Madox Roberts serves well. Then follows a similar study of four-line stanzas for which it is desirable to have a number of examples since this pattern is so widely and variously employed by poets. Good selections of four-line stanza poems for the study of pattern are: Robert Louis Stevenson's "Where Go the Boats," Christina Rossetti's "O Wind, Why Do You Never Rest?" and Lizette Woodworth Reese's "A Christmas Folk Song."

Children are usually keenly interested in the visual form of poetry if it is presented to them so that they can see the relation between the sounds of the words and the pattern of the stanza. With some groups it is possible to attempt the study of more intricate stanza patterns, such as appear in William Allingham's "The Fairies," Walter

de la Mare's "Bread and Cherries," or Eleanor Farjeon's "The Wind Blows North." In studying pattern the teacher should take care to keep her explanations simple and definite, and to be guided by the children's questions in offering more information. It is easy to make the study seem involved if one attempts too much.

In selecting poetry for use with speaking choirs it is highly important to remember that not all poems lend themselves to choral interpretation. The subjective poem, the image which we wish to contemplate as such, the nature lyric should not be chosen. Traditional rhymes and ballads, simple narrative verse, humorous poems, songs, and poems with refrains are admirably suited for speaking in unison. In selecting poems for particular groups it is necessary to consider the experiences common to the group and the social background which is theirs. One of the cultural values in verse-speaking for children is that it helps them to develop discrimination concerning poetry.

When choral work begins in an elementary school, provision should be made in the school program for at least three periods per week for meetings of the choir. The members may represent a single class or they may be assembled from various classes. Probably the ideal number is not more than twenty-four, but in our crowded public schools the leader of a choir must be prepared to handle much larger groups. On elementary age levels it is more important to give many children the experience of unison speaking than it is to select the best voices for a school choir. There are many children who would never say poems individually before a class for whom the speaking choir provides an opportunity to share in making a poem beautiful, which is the primary reason for encouraging the development and revival of choral speaking. The writer has admitted to her groups children who were in speech cor-

rection classes. To be sure, as members of a speaking choir their contributions were slight, yet their presence in no way hindered progress or marred the total effect. In certain cases participation in a normal speaking activity helped them to gain a security which otherwise would have come to them slowly and with greater difficulty. The gifted child finds a valuable experience in working with children who do not speak as well as he does. Individuals in a well directed verse-speaking choir are not uncomfortable because attention is fixed upon expressing through group interpretation the full meaning of the poem.

Program work with youthful choirs has certain hazards that need to be understood by teachers, since it is easy to permit the activities of a speaking choir to degenerate into preparation for public appearances. The kind of work that is most profitable for children is abandoned for the sake of taking part in a program. Any choral group should work together a good while without thought of appearing before audiences. If invitations are received by a choir to join in a school program, it is well for the leader and the members to talk over the repertory and to decide upon the poem or group of poems which is ready for presentation. A little more practice is usually necessary to satisfy standards, but the values that accrue from regular choral work are not sacrificed. Moreover, when a speaking-choir of children appears on a program let us remember that it is the function of a verse-speaking choir to speak poetry. Let us dismiss costumes, settings, lighting effects, and properties. They are wholly out of harmony with the purposes and spirit of choral speaking. A verse-speaking choir in an elementary school achieves its purpose insofar as it helps many children to have the experience of sharing beauty with others, and thereby increasing their own sensitiveness to beauty.

Modern Education and Dancing Schools

ELIZABETH WATERMAN

WHEN a mother goes shopping for clothing for her family she usually asks herself several questions as to the appropriateness, the durability, and the fitting quality of any garment she selects. The same mother may, however, select a dancing school without applying any of these standards of value, rationalizing her choice by the fact that it is the nearest or the cheapest of dancing schools.

If sound judgment is necessary to avoid selecting a gaudy, shoddy, or ill-fitting covering for the exterior of the body it is just as necessary to use judgment to avoid selecting an adjustment that is degrading to the personality or harmful to growth. A mistake in judgment may be more obvious in the case of clothing, but it is more profound and damaging in the case of education.

Let us examine these standards by which women ordinarily determine their choice of clothing and see if they can be applied to dancing to determine where the real values lie. These standards might be expressed as follows:

Appropriateness—This concerns the suitability of the ideas and practices of a dancing school, to the imaginative nature and expressive needs of any child. Temperamentally the child is in a survey stage of development with an unexplored world spread out before him. His desire is to take things apart and to put them together again in his own way. Things that cannot be altered or used constructively, like set techniques or rigid dance forms, stop his natural expression by forcing him into unquestioning acceptance. Out of his natural process comes constructive, creative activity; out of the forced technique comes only imitation and the frustration of expression, which ends in a servile acceptance of whatever

Miss Waterman, of the physical education department, Winnetka Public Schools, discusses three standards by which the values of dancing may be judged and describes the separate qualities of theatrical and educational types of dancing.

is provided as a model. Every child has the capacity for creative thinking, but rare indeed is the child whose parents and teachers have not stamped it out of him before adulthood.

Durability—This concerns the wearing quality of the ideas and practices of a dancing school as they transfer over into everyday usage. One primary aim of any kind of physical education is to maintain the most healthful and efficient body posture under all circumstances. According to the best orthopedic and pediatric opinion the child's body posture is in a more delicate state of balance than that of adults. It is maintained by weaker joint tensions which admit of a flexibility that is difficult to control and to hold in alignment. The tone or tension in the muscles is also weaker due to the stretching effects of rapid growth. To increase this postural difficulty of flexibility by giving the child intensive limbering exercises which weaken the joint tension still further, or disproportionate development of muscles which pull the body out of alignment, is to make the business of growing straight almost impossible.

Then there is the problem of whether or not the style of movement the dancing provides is consistent with daily usage. If it would be considered unnatural in the ordinary course of the child's daily movement, then it has had no carry-over value in helping that child to move more efficiently and beautifully. In the early days of physical education, when it was just emerging from the army setting-up type of exercise, jerky and disconnected movements were taught. Now that type of movement is considered by the profession old-fashioned and unsuitable to prepare one for the smooth and continuous movements needed in everyday life. Instilling the right

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movement habits in children is very important, as they quickly become automatic and are an unconscious part of our personality.

Fitness—This is concerned with the adaptation of the ideas and practices of a dancing school to the particular temperament and developmental needs of the particular child for whom the dancing is being selected. It might be appropriate for children in general but not fitted to the needs of this one child. Modern education whole-heartedly recognizes great individual differences. The developmental needs of some children are entirely different from those of other children, and the needs of the same child are different at successive age levels. Keeping the child's interests and efforts well-balanced and well-adjusted socially is the primary goal. As impression increases there is an increased need for expression in the normal everyday fashion so that no idea of exhibitionism or "showing-off" becomes attached to expression. Too much praise is as damaging as too much criticism in that it arouses a personal emotional value greater than the objective experience so that self-consciousness occurs. Solo activity for that reason is more trying than group activity for children.

With these standards in mind let us consider the dancing that is being taught to children. The following division enumerates the varieties that are commonly offered:

Stage Dancing	Educational Dancing
Ballet and Toe	Barefoot, Greek or
Adagio	Natural
Acrobatic	Interpretative
Tap, Clog and Buck	Eurhythmic
Folk and Character	Rhythmic
Musical Comedy	Folk and Clogging
Ball Room	Modern German
	Social

These two groups represent opposing theories. The first group makes movement a means toward the end of profitable theatrical exploitation; the second group makes movement and its expressive use an end in itself. It is common to find the commercial studios advertising to teach all of these varieties of dancing, and it is possible to turn any of them into exhibitionism, but not without losing the educational aim of original and unselfconscious expression. There is a slight-

ly different type of thinking and purpose of expression in each of these that should make it impossible for any one person to sincerely believe in all of them. Teachers who claim such versatility usually change nothing but their costumes and their shoes between classes, so that their idea of dancing is the same under any name.

Considered as a whole, the stage dancing group is the most widely represented throughout the country, and the most standardized as to the quality of the teaching. These schools maintain a fairly dependable quality in their teaching regardless of the native ability or educational background of their teachers, because of the invariable and inflexible nature of the routine thing they are teaching. These schools represent the outgrowth of our late pioneer yearnings for a little European veneer, in the form of a dancing master. The cotillion elegance of the dancing master of the past generation has outgrown its usefulness in our era, but the name is still perpetuated in the title, Dancing Master's Association of America, to which all of these schools of stage dancing belong. Each summer the association convenes to learn and to buy enough "up-to-the-minute," ready-made dances to last throughout the coming year. This enables all of the members to be sure they have the latest things in step routines, costumes, and music, that the theatrical meccas can provide.

A model class in any of these stage varieties of dancing will be as mechanically uniform as machinery. No individual differences of intensity or interpretation are permitted to destroy the picture of perfection. The finished products of these classes are the precision ballets and ensembles which are seen in all of the stage and movie productions. The unfinished products of these classes are the public performances given by the dancing school in the local theater for one or two nights. At least one of these public appearances is guaranteed with each

course of lessons to acclimate the novices to the taste of grease paint and powder, the brilliance of foot lights, the sophistication of theatrical costuming, and the glory of applause. Rare indeed is the child who does not notice that his family and friends find him unusually "cute", "darling", "wonderful", and "talented" under these and only these circumstances. If this brings such desirable results the child cannot be blamed for wanting to repeat it most of the time. Just what is the thing adults are applauding in these performances? Is it real technical achievement? Is it the idea that children are lovable whatever they do? Or is it the idea of enjoying the parade of their own sophistications? Whatever prompts it, it is lavish,

gushingly so. The subject matter of their various courses in brief is as follows:

Ballet and Toe—The direct lineage and many of the traditions of the ballet date back to the formality and artifice of the French and Italian courts of the Renaissance for which it provided entertainment. Its centuries old technique reduces all body movement possibilities to five positions of the arms and legs and their amplifications. The trunk is held rigid as it was in the corseted days when these positions evolved. The first of these positions is illustrated in the photograph of a ballet class which has been taken away from its bar long enough to come out in the sun for a picture. Try this position to understand what a strain is being placed upon the muscles that keep the body in a normal posture. Turning the feet and legs sideward takes away the support that usually keeps the



Ballet class in first fundamental position.

upper body from falling forward. In order to compensate for this a rigid check-rein-like tension must be applied in the back to keep the body balanced over so disadvantageous a base. This arching tension tends to produce the hollow backs and protruding abdomens seen in the picture. This position has a flattening effect on the arches of the feet which is very noticeable as the toes turn outward. The reason for this is that the arch of the foot has no true keystone and only functions when it is in a position of mechanical advantage, toeing straight ahead.

Ballet positions train the muscles on the outside of the leg more than those on the inside so that the feet tend to be held in a toeing-out position. An advanced specialization of ballet technique is reached when the body can be entirely supported on the tips of the toes. It is a commendable feat of balance, but a very dangerous practice for the twenty-six small bones of the arch and the fifteen small bones of the toes of each foot. Changing the weight-bearing contacts from horizontal to vertical position provides these forty-one bones of each foot innumerable opportunities to get out of their normal relationship, and to stay out.

One never sees a skilled ballet without marvelling at the ease and agility with which they perform their stunts of strength and skill. Attitudes and positions follow each other with no apparent organic sequence or relationship of ideas. Whatever underlying logic or integrity these movements have seems to lie in their ever-increasing mechanical difficulty. If the dancer is particularly clever the audience may burst into applause after each of his steps or stunts without waiting until the end, for the dance is not considered as a whole which is artistically indivisible. The accumulation of ages of romantic tradition, royal patronage, and theatrical illusion have blended to give the ballet its oft-quoted status as: "The most artificial bit of art that has ever turned up its nose at nature."

Adagio—This is a specialized couple arrangement of ballet technique in which the boy lifts, holds, and catches the girl in various positions to create the illusion that she is not bound by gravity. The movements used are a formalized reminiscence of the ancient practice of the conquering warrior who captured a maiden and bore her off on his shoulders in personal triumph. For children, the possible strain of weight bearing is even more important to consider than the social aspect. Regardless of the illusion there is from fifty to one hundred pounds of body weight to be handled at each move by the boy,

and, as much of the time it is held high, the strain falls upon the lower back and hips which because of their wide range of movement are apt to give considerably, causing severe internal pressures.

Acrobatic—Acrobatic dancing is a gymnastic form of physical activity whose only claim to being dancing is that it is done to music. The favorite movements are back archings, flips, and splits which demand double the normal range of flexibility in the joints. Gymnastic stunts have a decided appeal to children because of the challenge they offer to their ability. To select from the hundreds of possible stunts only those which are a menace to the maintenance of a normal posture is taking an unfair advantage of natural interest. The physical education courses in all schools contain the range of stunts which are considered desirable as physical exercise.

Tap, Clog, and Buck—These three forms have a greater naturalness of movement and apparent spontaneity than any other of the stage dancing types. The movements are concerned almost entirely with the feet and legs and the rest of the body follows without any concern for its part in the activity. There is a gayety that is hard to suppress about these movements, even when they are taught in routine fashion, for they were evolved out of the play activity of the American Negro and spontaneously fused together the dancer and his singing, clapping friends. The nearer these forms remain to that rhythmic spontaneity and freedom from set dance arrangements and routines the more natural and enjoyable they can be, and the more they will resemble their intended form.

Folk and Character—Like the tap, clog, and buck varieties of dancing, folk dancing originated in genuine and not artificial sources. From the Middle Ages on folk dancing was the most popular recreation for adults. There is vigorous movement and good honest fun in the dances, although it is more apt to be the coquettish fun of adults rather than the boisterous fun of children. When folk dances are given their natural setting of genuine costuming, native music, and instrumentation, and done by people with an insight into the real folk interpretation, they are an experience of great artistic unity; but when they are coached and performed by those who have no idea of what would be genuine about the tradition, they are often incongruous.

Character dancing is of a humorous nature in which some racial or provincial type is satirized

in movement and costume. Pantomime and heavy make-up are usually utilized to point up the humorous intent.

Musical Comedy—When popular songs are combined with any of the above types of dancing like tap, buck, or acrobatic the combined effect is considered musical comedy dancing. It is similar to a graduate course which combines the techniques already learned in other courses into a unified presentation which is adapted directly for the stage with undiluted adult sophistication and costuming.

Ball Room—Many an active hatred has been generated for dancing by forcing husky out-of-door youngsters into the hothouse socialization of ball room dancing long before the age when any real desire or need for the activity existed. Adolescence is the age when boys and girls meet, not as groups, but as individuals. It is then that social dancing is needed, but at that age it is most difficult to teach because of the increased self-consciousness. Just before adolescence is the time to begin social dancing seriously. Then it begins to have some significance as a social tool and can be applied in party situations. When the young boy begins to wash behind his ears, to shine his shoes, and to talk about a girl his own age, then the time has come to aid him in his desire for social grace.

Considered as a whole the educational varieties of dancing have three ideas in common: first, that movement shall not be used just for its own sake at the physical level of exhibitionism but as a means toward the creative end of expression. Second, that natural movement rather than artificial movement shall be the basis from which movement as an art form is derived. Instead of occurring in jerky disconnected series the movements will be "through-going," carrying a line continuously as in music and in thought. There will be no set positions as any movement well-done is the language of the dancer. Third, dance forms shall not be superimposed but allowed to evolve out of the rhythmic expression within the group itself, either with or without accompaniment. The final expression of the group will be a composite of the individual differences of its members in which each will learn and each will give.

These three objectives are in accord with

the aims of education which recognize individual differences—provide for the expressive or creative phases of education as well as for the impressive or learning phases—and strive to make each child an independent worker, exercising his own imagination to produce his own expressive forms from the beginning, rather than acquiring habits of imitation and inactive acceptance of already made forms. Only through participation can one see into the creative process enough to understand its manifestation in the works of others. The subject matter of these courses is briefly as follows:

Barefoot, Greek, and Natural—These three terms have succeeded each other as attempts to name the manifestations of the Dance Renaissance which began shortly after the turn of the century. When Isadora Duncan returned to the Continent from her first inspiring pilgrimage to Greece and began her life work of relieving the dance of its artifice, she discarded the stiff toe slippers, the tightly corseted bodice, and the tarlatan ruffles for the classic simplicity of a Grecian drape and bare feet. The first two of these terms, barefoot and Greek, date back to the beginning of the Duncan influence. By Greek was meant the educational and expressive viewpoint the Greeks of the Golden Age had held for the dance, and not that the dancing was to be in any way an importation of set steps. Later, when the ballet began discarding toe shoes and tripping through Grecian myths, it became necessary to have a term which would distinguish between the natural and artificial types of technique, so the term, natural dancing, was used. The movements used were very simple and naïve, but honest and original. They lacked range, they lacked contrast, and probably lacked the discipline of artistic expression, but they were a notable beginning.

Interpretative—Although music and dancing evolved together with the fundamental rhythms of the body serving them both equally, the dance was left far behind in its development because of its suppression by the church and its exploitation by the courts. After centuries of inhibition and frustration the dance is once more freed to continue its evolution toward the purity of an absolute art form. The interpretative level of that evolution is that in which the dance has returned to music to pick up the common dynamic qualities and to reveal them as a visualized mood

and structure. This was Duncan's second contribution to the rebirth of the dance, bringing together the finest in music and the finest in movement.

Eurhythmic and Rhythmic—Eurhythmic dancing is a term Emile Jacques-Dalcroze gave the system of body movements he devised for the training of his piano pupils at Geneva, Switzerland, about 1910. After years of study these pupils were still beating their feet or nodding their heads to get the rhythm for their playing. After some research into the nature of rhythm he discovered that it began in movement experience and only after it had been well practiced there could it be abstracted into that intangible thing we call a sense of rhythm. The basic movements in eurhythmics are the mechanical figures made by the conductor with his baton. They are given a wide range of temporal and intensity variations, and intricate combinations. Eurhythmics has the fine exactness of music.

From this basic concept and understanding of rhythm has grown the other main trend in the educational field—that of rhythmic training. Rhythm as the common keynote of all art forms is of tremendous significance as a tool subject in our schools, a fourth R in education. The wider the range of conscious rhythmic movement, the wider the range of the sense of rhythm. The soft kind of teaching that has passed for rhythm training in the lower grades in which the teacher is satisfied to have the children flit as fairies day after day is not developmental. The child's experiences should be enlarged and extended into greater ranges of comprehension after each lesson. Rhythm should be a conscious principle, understood through rhythmic body movement and felt in its connection to all the media of expression such as music, drawing, modeling, dancing, and speech.

Folk and Clogging—A wide range of folk dances is offered in most physical education programs. In the lower grades there is a tendency to select the less active and more servile forms of courtly bowing dances which have little interest to children now. In the upper grades the dances may be taken from customs and places the child does not know. Making a vital "here and now" experience out of entirely foreign material demands unusual teaching to avoid becoming mechanical and formal. Realizing this, many teachers have used the rhythmically stirring folk tunes and allowed their classes to select a rhythmic activity which could be done in couples and would fit the music as well as the activity selected originally by some European



Rhythmic and Interpretative Dancing

peasant. However simple these forms are, they have a genuine significance to their originator.

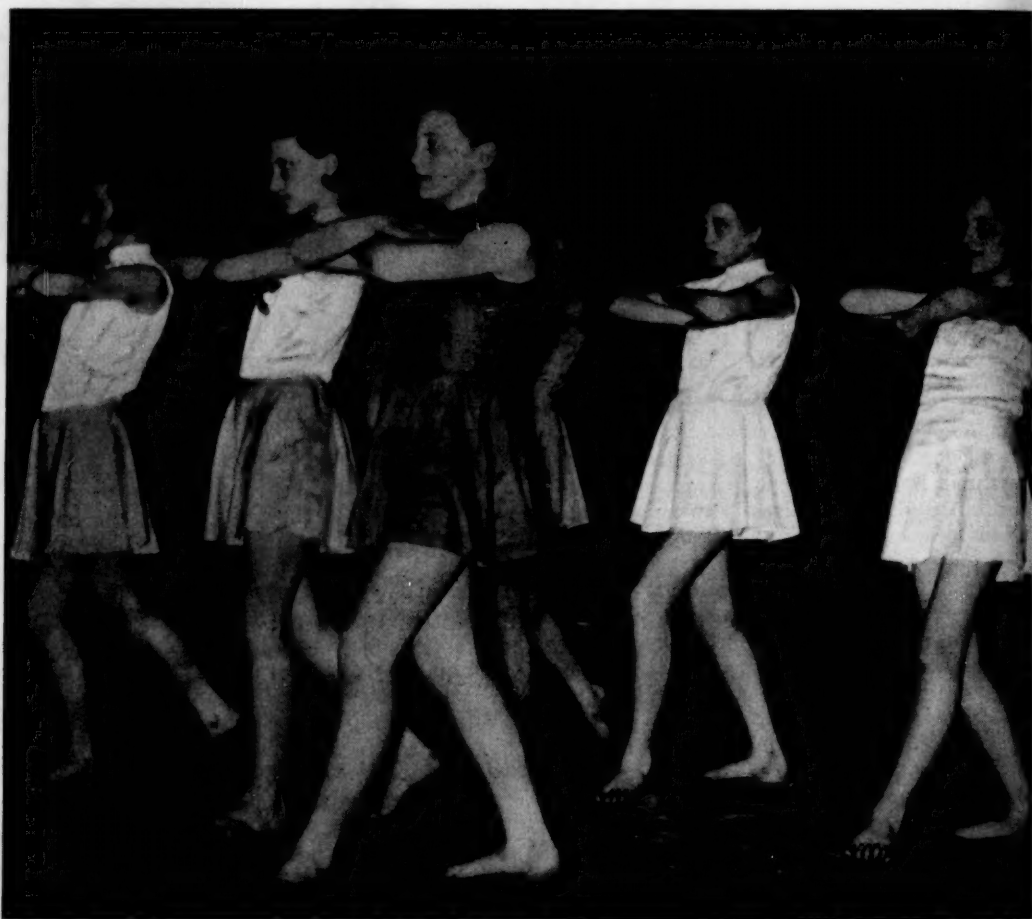
Modern German—The latest influence to be felt in the contemporary dance is that of the German leaders—Rudolph Von Laban, Mary Wigman, and their pupils. Their ideas of the dance are highly rhythmic and emotionally stylized, with a range of movement which stresses tension and strenuousness. They strive to establish the dance as an independent art form providing its own percussive accompaniment independent of music. In the stylization of natural movement into geometric line there is a trend back to formalization and the elimination of spontaneity. The range of human

expression is wide and it should not be necessary to feel limited to any one idiom of movement. The strength of the German dancing and the spontaneity of the American dancing are both parts of the same whole which our understanding can blend into a new dance enrichment.

Social—This form of dancing should be handled by the public school to be thoroughly democratic and allow all children to have it at the proper age under the proper supervision. The reason the commercial dance halls can exploit this need of adolescents is because the schools have failed to meet it first. Presented properly in the school setting, social dancing would be accepted not as something extra and fancy but as a regular part of the preparation for socialized living.

With the separate qualities of each of these theatrically and educationally aimed varieties of dancing in mind, the final choice of a dancing school can be made by asking the following questions after a personal inspection:

1. Are the ideas the dancing school embodies appropriate ones for a child to express?
2. Will the movements wear well if incorporated into the child's everyday postural and movement habits?
3. Will this dancing fit the needs of the particular child for whom it is being selected?



Modern German Dancing

Our Greatest Task

RT. REV. JAMES E. FREEMAN

NO PROBLEM that faces America today is greater than that which concerns the mental, moral and spiritual culture of the child. We all advocate a liberal education for the child and we believe in the values of culture. We also believe that the past quarter century has witnessed a distinct advance along these lines. On the other hand, we are not so confident when we come to appraise the moral and spiritual values as we see them in the younger generation. Our affection for and admiration of the youth of our time are unbounded, and our great hope is that he will survive the chaos of these trying days. We do not believe he has had in the elder generation the kind of leadership and example that quickens and stimulates his moral and spiritual nature.

An able young lawyer asked me this question, "How do you account for the terrible mess that your generation has handed to my generation?" He was both respectful and sincere and we believe he was justified. He was reckoning with a situation that to his mind showed the sheer moral weakness or supineness of the elder generation. That there has been, even in the face of more and better education, a definite moral sag, is clearly obvious. To our mind it is the chief contributing cause of the long-continued depression.

For over five years we have been engaged in experiments, legislative and other, to recover ourselves, but as yet we have failed to find an adequate panacea for our maladies. The worst aspect of the tragic situation is that it lays upon hopeful, expectant youth burdens too heavy for him to bear. We older folk with uncertain tenure can muddle through and be satisfied with the partial salvaging of our goods and reputation; not so youth. He has the right to better prospects than his elders

"Childhood education deals with life when it is most plastic and responsive, hence it is concerned with the building of character that can stand the storms and shocks of life," says Dr. Freeman, Bishop of Washington.

who have lived through prosperous times and experienced the satisfactions of a full and abundant life, hence I repeat what I said at the outset, the greatest of all our problems is how to safeguard our children against further and still greater misfortunes.

Most of the remedies set up by the New Deal have to do with financial, economic and agricultural problems. They are designed to heal the breaches that have been made in our economic and political structure. Our most precious treasure—the child—has had indifferent and inadequate attention. Little is being done or said to improve the moral and spiritual tone of people in general, notwithstanding the fact that this is basic and fundamental to our continuing prosperity and security.

Outside the halls of legislation public men are doing a great deal of preaching, lamenting the widespread moral sag that is so evident, and now and again expressing the conviction that something must be done about it, but no concerted action is taken. We multiply laws and set up agencies without number, hoping and expecting that these will cure our manifold ills. We are, as usual, addressing ourselves to the superstructure rather than to the foundation. We seem to have the conceit that once we have attained prosperity with "business as usual" in full swing, all will be well. Even parents today exercise themselves almost solely in behalf of the physical and social interests and the material well-being of their children. Give them an

education, all the advantages of this swiftly moving machine age, add new devices and luxuries, give them greater liberties and wider fields of occupation and everything will work out satisfactorily.

It is little wonder, in the face of such an attitude, that we are fast becoming the most lawless people in the world. Neither our boasted wealth nor our amazing genius and capacity to come back will save us from something infinitely worse than this depression. We must definitely set ourselves to the task of restoring those wholesome moral and religious elements that in other days made and preserved us as a nation. This is not the musing of the moralist or the preacher, soured and disappointed because he has lost the favor of the modern, unthinking world. It is the serious conviction of multitudes of our people who are groping in the dark, waiting for the light of a new day of promise.

Dr. Henry Fairfield Osborn made this comment to a group of leading educators and scientists, "What modern education needs is a re-affirmation of the elemental imperatives of religion." I like that phrase, "elemental imperatives." It goes down to the roots of the matter; it suggests those deep, fundamental truths that have to do with right conduct and the most vital things of life.

Childhood education has to do with primary and essential things. It deals with life when it is most plastic and responsive, hence it is concerned with the building of that kind of character that can stand the storms and shocks of life. The three great factors in building this stable character are the home, the school and the church. The home is necessarily placed first for here are generated the virtues or the vices that fix and determine the strength or the weakness of character. A careless, indifferent home can undo and destroy all that the school and the church, working at their best, inculcate and set up as standards. They work at an awful disadvantage when there is little or no coopera-

tion in the home. An article, sternly and frankly written, on "The Abdication of the Parent" might prove profitable if unpalatable reading in our modern age.

Obviously secular education is restricted in so far as moral and religious training of the youth is concerned. Despite this limitation we must pay just tribute to the work done along this line by thousands of high-minded teachers throughout the land.

The Sunday School covers a small and restricted field and its brief period of instruction is wholly inadequate. Church services, in the main, do not make the kind of appeal that registers with children unless they are stimulated by the strong advocacy and example of parents. But even such advocacy and example must have as a background a strong moral and religious spirit consistently practiced in the home itself. The moral and religious life of the people cannot be other than that which the home generates. Unless we can witness a far-reaching improvement in the order, discipline and practice of the home life of our people we are headed for stormy days.

Mr. Coolidge spoke wisely when he said, "The government of a people never gets ahead of the religion of the people; we cannot substitute the authority of law for the virtue of man." From whence comes virtue? Certainly from the developed character of a people. All our systems of education will ultimately fail of their high purpose unless they can effect the moral well-being of the children committed to their care. The development of the mind does not produce those qualities that are indispensable to wholesome and efficient living. Through the institutions we have set up we are transmitting to our children a precious legacy. They will make or mar it, whether they are highly educated or not, by the moral worth they have developed.

The youth of today is faced with greater and graver problems than most of us have known. With what kind of courage, forti-

tude, strong qualities of character, stabilized by deep moral and religious convictions, will he meet them? What will we of the elder generation give him in the way of equipment, yes, of example, to fortify him against the trials and strains that lie ahead? We will give him a complex mechanism along with an accumulation of unsolved problems. Have we the knowledge, the will, and the determination to furnish him with those fundamental principles that shall guarantee to him life, liberty and the pursuit of happiness?

These years are fraught with many and great perils. The conditions under which the youth is reared are distracting and confusing.

Many agencies and influences conspire to divert and deflect him from clean, wholesome, temperate ways. If he is to survive his new-found freedom augmented by the automobile, moving pictures with their fantastic and abnormal representations of life's values, the looseness of much of our social practice, and modern ways of living, especially in apartment-house cities—he will have to be made of stronger stuff than those of the elder generation who were reared under less exacting and threatening conditions. Hard as the solution of our task may be, it is the most fascinating and challenging one before us today.

Abraham Lincoln

This man whose homely face you
look upon,
Was one of nature's masterful,
great men;
Born with strong arms, that unfought battles won;
Direct of speech, and cunning
with the pen.

Chosen for large designs he had the
art
Of winning with his humor, and
he went
Straight to the mark, which was the
human heart;
Wise, too, for what he could not
break, he bent.

Upon his back a more than Atlas-
load,
The burden of the Commonwealth
was laid;
He stooped, and rose up to it,
though the road
Shot suddenly downwards, not a
whit dismayed.
Hold, warriors, councillors, kings!
All now give place
To this dear Benefactor of the race.

—RICHARD HENRY STODDARD



Underwood and Underwood News Photos

Association for Childhood Education For New York City . . . April 28-May 2, 1936 . . . He

Convention Theme: The Teacher in the Community

General Sessions

Tuesday: The Teacher as a Citizen
Wednesday: The Teacher and Community Agencies
Thursday: The Teacher in the World Community
Friday: The Teacher and Community Leadership
The Teacher's Relationship to Professional Organizations

Business Sessions

Wednesday morning: Reports of committees
Setting the stage for the study groups
Wednesday afternoon: Discussion of activities of A.C.E.
Branches
Honoring State Presidents

Saturday morning: Summary of convention
Business
Distribution of reports of study classes

Study Classes

Environment studies in the elementary grades
The kindergarten and community studies
Art in the community

Science in the community
Housing the community
International relations in American communities
Health agencies in the community
Literature and its relation to the environment of the child
Curriculum trends in relation to community conditions
Curriculum administration in relation to community conditions
Child development and parent education
The teacher, the school and the community

Special Features

Committee discussion luncheons open to visitors
Special discussion groups for Friday-Saturday visitors
Directed school visiting in and about New York
Excursions to interesting points
Childhood Education luncheon, Roof Garden, Hotel Pennsylvania
Annual banquet
Unusual exhibits

Convention Personalities

The following is a partial list of discussion leaders and speakers. Program arrangements have not been fully completed and other speakers will be announced next month.
Agnes Adams, National College of Education, Evanston, Ill.



Courtesy New York Convention and Visitors Bureau

Education Forty-third Annual Convention 1936 . . Headquarters Hotel—The Pennsylvania

Olga Adams, University of Chicago, Chicago, Ill.
 Ruth Andrus, State Department of Education, Albany, N.Y.
 Mary Floyd Babcock, Providence, R.I.
 Winifred E. Bain, New College, Columbia University, New York, N.Y.
 Edna Dean Baker, National College of Education, Evanston, Ill.
 Frances M. Berry, Baltimore, Md.
 Marie Butts, International Bureau of Education, Geneva, Switzerland
 Harold G. Campbell, Supt. of Schools, New York, N.Y.
 Mary Ellen Chayer, Instructor in Nursing Education College, New York, N.Y.
 Helen Christianson, State Department of Education, Harrisburg, Pa.
 Gerald Craig, Teachers College, Columbia University, New York, N.Y.
 Alice Dalgliesh, Scribner's Publishing Company, New York, N.Y.
 Mary Dabney Davis, U.S. Office of Education, Washington, D.C.
 Josephine C. Foster, University of Minnesota, Minneapolis, Minn.
 Marie Belle Fowler, Cornell University, Ithaca, N.Y.
 Marjorie Hardy, Germantown Friends School, Philadelphia, Pa.
 Christine Heinig, Child Development Institute, Columbia University, New York, N.Y.

Patty Smith Hill, New York, N.Y.
 Margaret Cook Holmes, Director of Kindergartens, New York, N.Y.
 Mayor LaGuardia, New York, N.Y.
 Grace Langdon, Director of Federal Emergency Nursery Schools, Washington, D.C.
 Sarah A. Marble, Supervisor of Kindergartens, Worcester, Mass.
 Lois Hayden Meek, Child Development Institute, Teachers College, New York, N.Y.
 Lucy Sprague Mitchell, Bureau of Educational Experiments, New York, N.Y.
 Mary L. Morse, Chicago, Ill.
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 Beryl Parker, New York University, New York, N.Y.
 Mary M. Reed, Teachers College, Columbia University, New York, N.Y.
 Helen Reynolds, Supervisor Primary-Kindergarten, Seattle, Wash.
 William Russell, Dean, Teachers College, Columbia University, New York, N.Y.
 Ellen Eddy Shaw, Curator Elementary Instruction, Brooklyn Botanic Gardens, Brooklyn, N.Y.
 Frances M. Tredick, Wheelock School, Boston, Mass.
 Jennie Wahlert, Principal, St. Louis, Mo.
 Dorothy E. Willy, Kindergarten-Primary Department, Chicago Normal College, Chicago, Ill.
 Laura Zirbes, Ohio State University, Columbus, O.

Departures in Kindergarten Design and Decoration

NICHOLAS MOSELEY

MERIDEN teachers, subject to the veto of the superintendent, were allowed to choose the colors which CWA and FERA workers used in repainting classrooms as part of a works project. The teachers of the Trumbull School kindergarten chose a delicate pink which they hoped would make the large semi-basement room more cheerful. When it was finished it was very pink indeed. Instead of repainting, we asked Mr. James Guy, of Hartford, who had been assigned to us to execute murals under the Public Works Artist Projects, to study the problem. He suggested scenes from *Mother Goose*. We reserved judgment and asked for an alternative design. He then suggested designs to show children playing and adults working at the same thing, for example, a child in the foreground building a model bridge, with a background of a great steel bridge being constructed by men, and another of a child flying a model airplane with a real airplane crossing the sky in the background. The colors were bold and the design original but the children, when shown the sketches, took little interest.

He then tried a series of sketches based on Russian children's books, with little better success. Finally, he spent several days in the kindergarten watching the children at work and play and then constructed a design which featured the children themselves engaged in some of their activities. The difference in the children's reactions was astounding. Where before they had pushed away the designs they now examined them with every evidence of delight, and we adopted them.

Mr. Guy began work immediately. Over the fireplace (on the west wall) there is a

Dr. Moseley, superintendent of schools, Meriden, Connecticut, describes the designs and decorations in three Meriden kindergartens. An increasing demand for new ideas in plans and decorations indicates a growing realization that schoolrooms need no longer be drab and unattractive.

clown standing on his head and balancing a ball on his feet. In the activity room and in the narrow strip between the tops of storage cabinets and the bottom of the south windows there is a frieze of model boats on an indigo sea.

The figures in the pictures shown on the next page are outlined and left in the original pink. The grass is very green, the sky very blue, the dog white, the ball red and white. This coloring is "bold," to say the least, but children, artists, and parents who have seen the result are unanimous in their praise. Adults would, perhaps, rather have more space because the figures are large and somewhat impressionistic, but the children, including those who entered this fall and saw the pictures for the first time, delight in them. It is quite usual to find a child patting the dog.

The artist worked in the room while the children were there, with the natural result that they all became artists themselves. When Mr. Guy had finished everything except two panels on the east wall, he told the children that if they would draw a house and a man he would reproduce the best on the wall. The result is a blue tree, a blue, red and yellow house, and a red, yellow, blue and green figure, looking rather like an Eskimo in a parka. They are exact reproductions of the children's work. Perhaps we shall have the courage to

allow children in other kindergartens to do their own murals.

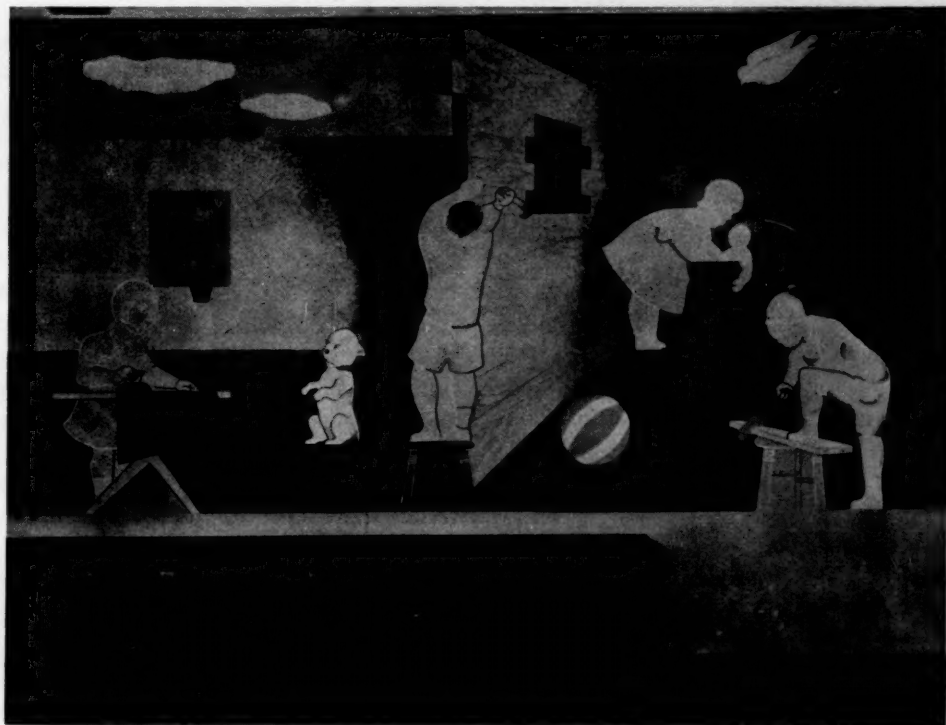
THE HANOVER SCHOOL

This is a new school, built in the summer of 1934. Economy resulted in a plain one-story building. The kindergarten (21' x 26', plus a bay window) is in the southeast corner. Almost all of one side of the room is a bay window facing south; there are also casement windows on the east side, and a door onto the playground on the north side where the wall of the kindergarten projects beyond that of the main school. A special toilet and wash room for kindergarten children opens on the north side. On the west side is a small corridor connecting with the main corridor and a small work shop (9' x 16' 6") with a large southern window. The work shop has a low bench and is equipped with tools. It also has cabinets for each child. The kinder-

garten room itself has a built-in wardrobe, individual drawers for each child, and, under the window seat of the southern bay and the east windows, storage space for equipment.

Because the kindergarten is in session only half a day (the school is in an outlying district), it was decided to devise some means by which the room could be used as a library for the community and the school. The problem was solved by inserting book shelves in all free wall space. These are covered with sliding panels faced with cork board. The result is shelf space for more than one thousand volumes and ample bulletin boards. The doors of the wardrobe are also faced with cork board. There is a small green chalkboard on the north wall.

The plain functional quality of the design made the matter of interior decoration an important problem. Mr. Merrill Prentice, architect, of New York was called in as an



Mural on the right half north wall of the Trumbull School. The figures are in pink, the grass very green, the sky very blue, the dog white, and the ball red and white.



Bay window in the Hanover School. Notice the book shelves on either side.

adviser, and suggested using in the kindergarten, in the space over the bulletin boards, Salubra washable wall paper. Later, appropriate wall papers were adopted for all of the other classrooms. The design chosen for the kindergarten is broad horizontal stripes of pale yellow, green, and rose covered with "crazy" duck, frog, and fish figures. The woodwork was painted a delicate green, and the furniture the same green picked out with the rose. The result is extraordinarily attractive, although it is doubtful if it appeals as directly to the children as the murals in the Trumbull kindergarten. German lithographs of domestic animals are pinned on the bulletin boards when these are not filled with the children's own work.

The room is perhaps too small, but the immediate access to the playground makes for a well coordinated indoor-outdoor program, and the constant use of the shop avoids crowding in the main room.

THE ANDREWS HOMESTEAD

The School Board has for some years owned one of the few houses left in the city

from colonial times. This house, which was built about 1760 by Moses Andrews, is known locally as "The Andrews Homestead."

In the renovation, the attic, the second floor, and the two front rooms on the first floor were left as originally planned. For the kindergarten which was to be on the first floor, the rooms of the original lean-to were thrown together to form a long narrow room extending through the house from side to side. This had windows at either end and a door and window out of the old ell, facing north. A door and casement window were added, opening onto a new flag terrace at the back of the house. In the back ells there is a small but completely equipped kitchen, a toilet and wash room, and a cloak room with cupboard and cabinet space. The kitchen and cloak room have outside doors.

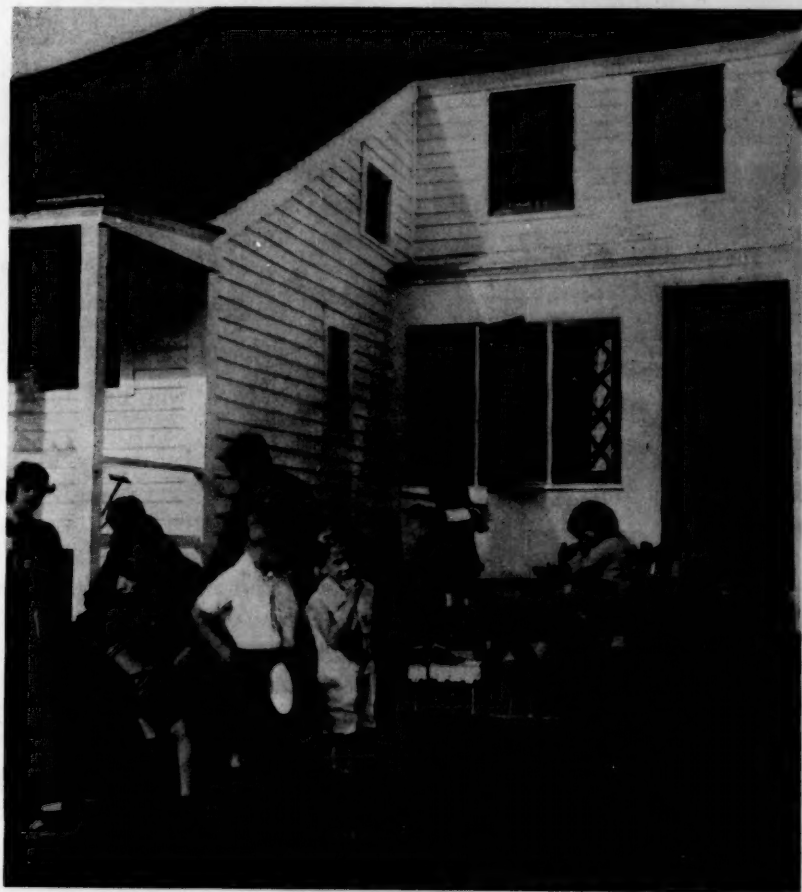
The center of the kindergarten is a great stone fireplace, which is actually used. The walls around the fireplace and around the new casement window are covered with broad pine sheathing, which was discovered during the renovation when six layers of wall paper were removed. Two hand-hewn oak

beams, extending from the fireplace to the rear wall have been left exposed, and a ship's lantern fixture placed in the center. The remaining walls of the kindergarten are covered with unfinished celotex which serves as bulletin board space. For kindergarten furniture the Derby Colonial Model chairs are used, together with low pine stretcher tables made by FERA carpenters. For storage space the same carpenters made several old ship's chests. These and the chairs are painted a bright lacquer red, picked out with black. The tables have a natural finish.

The terrace is protected from the north

and west winds and exposed all day to the sun. This makes an outdoor program possible throughout the winter. The kitchen is in constant use by the children, who have the run of other parts of the house also. When the kindergarten opened in the autumn the children seemed to adjust more quickly than in other schools, a fact which may be attributed to the home-like atmosphere.

It is hoped that the simple beauty of the house and its furnishings will leave impressions on the children which will later serve as ideals.



A corner of the terrace, showing casement windows and door.
The Andrews Homestead.

Learning About Rubber

FRANCES HAYNIG

A SIX weeks' activity on rubber, in my second grade, grew out of a discussion of clothing. The children pointed out that rainy weather clothes were largely made of rubber. Then other rubber articles were mentioned and listed on the blackboard. This list lengthened daily as the study continued.

A variety of rubber objects such as erasers, elastic bands, rubber heels, footballs, victrola records, and toys were brought to school. These were examined and placed in a museum. From conversation about these articles several conclusions were reached concerning the characteristics which render rubber so useful:

Rubber is waterproof.
Rubber can hold air.
Rubber is elastic.

Newspapers and magazines were brought in and pictures of articles made of rubber were cut out, classified according to use, and pasted into booklets made for the purpose.

"Where," questioned one child, "does rubber come from?" Guesses were hazarded. "From the ground," said one. "My mother has a rubber plant," said another. Most of the children were anxious to discover the real source of rubber.

There is little material on this subject suited to the reading ability of a second-grade child, so books placed on the library table were of little value except for their illustrations.

One child talked with his older brother about rubber and returned with the word, Brazil. George was delighted. His father had been to Brazil. He was going to ask him a few things. Pictures of Brazil had given the class a starting point for questions. These were some of the questions asked the first day:

Miss Haynig, a teacher of second grade in Perth Amboy, New Jersey, describes a unit of work on rubber and some of the concomitant learnings as well. She gives suggestions for ways of carrying out this activity, simple tests, and a short annotated bibliography.

What kind of people live in Brazil?

What do they eat?

How does the rubber grow on the tree?

How are rubber trees planted?

What animals live in the jungle?

What insects live there?

What kind of clothes do the people wear?

The chief facts of rubber production were written in simple language by the teacher, and mimeographed for use in a series of reading lessons. After each unit was read, a general discussion was held.

The class was now working on the rubber booklets previously mentioned and required little or no help from the teacher. They exchanged pictures to make the books varied and helped those who had difficulty in finding illustrations.

From day to day groups of children set to work on different things. A sand table scene was suggested, and those who had previously shown ability in handwork of this type were chosen to carry out the plans.

The scene was to be a portion of the Amazon Valley. This involved, among other things, making trees and animals for the jungle and building a house. Clothespins and tonal paper were used for the trees. Clay was brought, modeled into animals, and painted. A miniature rubber smoking hut was built, showing the process of hardening the latex. Boats were made of paper and loaded with rubber hams—clay balls painted black. Attempts to model clay dolls proved unsuccessful because the clay, from nearby pits, crumbled when the figures dried. Small

china dolls were painted instead, and dressed like natives of the Brazilian jungle. Some difficulty was experienced in making the jungle home. Cardboard was first used for the roof and small twigs were pasted on to simulate dried palm leaves. The next day all the twigs had fallen off. Paper was then decided upon for the roof but the children found a perplexing problem in fastening the roof to posts. This was finally solved by using strips of paper as thongs.

One child brought in a number of pictures of jungle animals. In the course of discussion and reading it was discovered that these were African, not South American animals. A list of South American animals was made. The children found pictures of snakes and monkeys and the teacher brought pictures of the armadillo, tapir, jaguar, crocodile, sloth, and several varieties of birds and insects. Several children made an attractive book consisting of drawings and stories of the strange animals of the Amazon Basin. Following is a story that accompanied the drawing of a sloth.

THE SLOTH

This queer animal hangs by his toes. He is up side down on a branch. He has only two toes. I have five toes on each foot but I cannot do that.

Natalie found a story about a monkey. She studied it at home and read it to the class. Joe's contribution to the exhibit was a map of South America which his father had cut out of wood. The construction of large illustrated maps of the Amazon Valley proved a fascinating occupation for ingenious minds.

During one discussion period the comparatively easy mode of life of the native was the topic of conversation and this subject led to the problem of how climatic conditions affect the way of living. Several com-



Courtesy United States Rubber Company

Tapping a rubber tree. A sliver of bark is removed daily, and a thin trickle of milk-like fluid called latex drips into the cup. The average yield is four pounds per tree per year.

parisons with our country were made and tabulated on a chart.

	<i>United States</i>	<i>Brazilian Jungle</i>
Climate	Four seasons.	Two seasons— —rainy and dry.
People	Mostly white.	Negroes and Indians.
Clothing	Changes with seasons—light in summer, heavy in winter	Thin cotton clothing because of the heat.
Food	Bread, butter, milk, chicken, beef, fruit, pork, vegetables.	Turtle eggs, turtle soup, farina made from the cassava root, meat of the peccary and armadillo, bananas.



Courtesy United States Rubber Company

Collectors with their cans filled with latex.

Animals Squirrel, rabbit, Monkey, puma, bear, horse, pig, peccary, tapir, beaver, cow, donkey, fox, wolf. sloth, jaguar, anteater, armadillo.

At about this time the advertising department of the telephone company sent two men to the school with slides showing the sources of the materials used in manufacturing the telephone. Although these slides are primarily intended for upper grades, we, because of our interest in the portion devoted to rubber, were also permitted to see them. Here the production of rubber was graphically shown.

A visit to the public library was made during Children's Book Week. Among the books on display the boys and girls were elated to discover several simple and beautifully illustrated stories of child and animal life in the jungle. The librarian permitted us to take these out for use in our classroom library.

The children imagined themselves native children of the Brazilian jungle and wrote

short stories of their lives. One group dramatized home life in the Amazon Valley and presented a short playlet to the class for criticism. Then it was rewritten with the improvements suggested by the class and named, "Zay and Zita at Home."

The high point of the unit was reached when another class was invited to see the exhibits and the following program was presented:

Inspection of the exhibits by the visitors. Each exhibit was explained by a child.

A talk on the story of rubber as portrayed in the frieze.

Strange things about the rubber country. Short talks on a number of facts which the children had commented upon as being vastly different from their own environment and experience.

Playlet, "Zay and Zita at Home."

Why we need Rubber

1. It keeps us dry.

Several children displayed raincoats, rubbers, etc.

2. We play with rubber.

Children dramatized play with dolls, balloons, and balls.

3. Rubber keeps us safe.

Rubber heels, hot water bags, ice bags, and other medical accessories were shown.

4. We use rubber in school.

Erasers and rubber bands were exhibited in use.

The program was simple but both hosts and guests enjoyed it. Several mothers and friends visited the school and the children took great pride in exhibiting their hand-work.

Any unit activity to be logically connected and developed must afford sufficient time for concentrated work. Few school programs are so inflexible that this time cannot be provided.

A partial block-type program can be introduced in most schedules with little difficulty. We found one hundred minutes a day for our activity program, in spite of a more or less formal curriculum, by using the time customarily allotted to the social sciences, art, language, and general use. The time was apportioned in this way:

Discussion and planning . . 20 minutes

Activity 60 minutes

Reports and conferences . . 20 minutes

The planning period was spent in discussing the objects and pictures brought in by pupils and teacher, and in formulating questions. Plans were made for activity during the following period and "who" is to do "what" was decided. Then the children attempted to carry out the plans which had been made.

During the conference period the amount of work done was checked in the light of the plans. An effort was made to raise the standards not only as to results but as to methods of attaining them. Note was made of materials needed for the next day's work. Often the reports became a conscious motivating drive for the next day's drill subjects—spelling, arithmetic, and penmanship.

The value of discussion and conference in daily life has recently become even more widely recognized than ever before. Democracy needs more of it. It is interesting



Courtesy United States Rubber Company

In a factory in this country the rollers work the tough rubber into a soft dough to which chemicals are added.

and instructive to watch the effect of such discussion on children. Thinking is stimulated usually, but each child responds in his own way. Very often the child who apparently is responding beautifully by talking a great deal does no original thinking, while the child who has been quiet for a long time may contribute a really worth-while idea. The question involved in the discussion had to be held constantly before the class to prevent rambling.

During the report period the children considered not only material advance but were led to look for improved socialization of the group. Simple standards of neatness, generosity, and responsibility were adopted for guidance. These were written in question form such as: Have I left everything in good order? Did I do all the work I could without asking for help? Reference was made to these standards at the close of the activity period.

Members of a group often brought a particular problem before the entire class for aid in its solution. This happened when the group working on the sand table scene needed clothes for their native dolls. It chanced that the members of this group were all boys, none of whom could sew. Anna, incidentally a slow child, volunteered to help and showed such facility in sewing that several boys followed her directions and succeeded in putting together the tiny coats and trousers which she cut out.

As we mentioned before, the reports often served to motivate drill lessons. Words which were needed in writing stories were used as supplementary spelling words. John asked that we practice capital F in our penmanship lesson as he had found it particularly difficult to make. The stories which were used for the group book were generally rewritten several times before those children who were selecting them found them worthy of inclusion.

A few simple tests were given to deter-

mine the factual knowledge which had been acquired. This is illustrative of a completion test:

Rubber is gathered near the river.
It would take us nearly weeks to get there from New York.
All travel in the jungle is by
Rubber milk is called
Smoked rubber balls are called
The two seasons of the year in the jungle are and

The children asked a great many questions during the course of the unit and were led to look for the answers to their own questions. They sought help from books, pictures, parents, and friends.

As a result of this first venture in informal work with this particular class the teacher discovered hitherto unsuspected capabilities in a number of children. For instance, Mary, who was only fair in handwork herself, proved unerring in judging the best work of others; Helen, when left with a group of children, immediately organized and led them; John displayed creative ability.

The freedom of thought and physical activity was welcomed by the children but enjoyed still more was the opportunity for uninterrupted work for a longer period than is usually provided.

Growths which were distinctly noticeable in individuals if not in the whole group were in self-reliance, neatness, perseverance, and in the ability to answer one's own questions through reading, observing, and inquiring of those qualified to give information. The marked improvement in certain skills such as spelling and penmanship might also be traced directly to motivation in learning through the study of rubber.

The geographic horizon was broadened and a growth in tolerance resulted from a better understanding of the lives of another folk. The interdependence of man was once more brought to the child's attention. Lastly, an everyday thing became vested with a new

significance, which, in the light of the broad objectives of education, is in itself a most important outcome.

BIBLIOGRAPHY

Stories of South America. By E. C. Brooks. Richmond, Virginia: Johnston Publishing Company, 1922. Pp. 225-237.

Good teacher's reference. The history of the use of rubber is traced. Special attention is given to a portrayal of conditions under which the natives work. Life on a rubber estate is described—food, homes, adventures with animals. Brazil is shown as a factor in world trade. A number of excellent pictures accompany the text.

How the World is Clothed. By Frank Carpenter. New York City: American Book Company, 1908. Pp. 240-261. 96¢.

Two chapters are devoted to rubber; one a description of the rubber country, the other, an account of how rubber is washed and manufactured. Contains continual reference to everyday use of rubber. Excellent material for teacher.

Our Neighbors Near and Far. By Frances Carpenter. New York City: American Book Company, 1933. Pp. 44-60. 96¢.

This book, more than any other, may be read with advantage by advanced readers in the

group. The vocabulary is simple and the content deals with the adventures of two native children. The chapter on rubber is called, "We Visit Zay and Zita of the Moist Amazon Valley." It gives details of life in a rubber camp and a day spent with a rubber gatherer. Insects, beasts, fish, and snakes of the jungle are pictured and described. Facts are summarized at frequent intervals. Games, charts, questions and informal tests are suggested.

The Clothes We Wear. By Frank Carpenter and Frances Carpenter. New York City: American Book Company, 1926. Pp. 158-164. 76¢.

This book is also written for children. Especially valuable is the chapter entitled, "The Twin Rubbers and Miss Raincoat." We visit a rubber manufacturer in Akron, Ohio. Here, Twin Rubbers and Miss Raincoat tell their story. The process of vulcanization is explained in simple language.

Romance of Rubber. By J. Martin. New York City: United States Rubber Company, 1190 Broadway. Pp. 23. Free.

The printed material is suitable for a teacher's reference. The illustrations, done in vivid colors, serve as visual aids in teaching.

The Ambitious Mouse

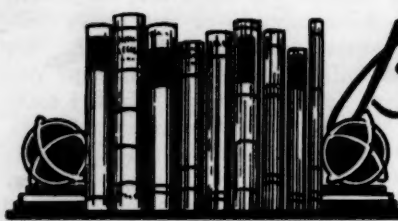
If all the world were candy
And the sky were frosted cake,
Oh, it would be a splendid job
For a mouse to undertake!

* * *

To gobble up a cloudlet,
A little cup-cake star,
To swim a lake of liquid sweet
With shores of chocolate bar.

But best of all the eating
Would be the toothsome fat
Triumphant hour of mouse-desire,
To eat a candy cat!

From *Songs for Parents* by John Farrar
Yale University Press



Book... REVIEWS

Editor, ALICE TEMPLE

The Teaching of Reading for Better Living. By Mary E. Pennell and Alice M. Cusack. Boston: Houghton Mifflin Company, 1935. Pp. vii + 469. \$2.00.

The demand for professional books on the teaching of reading has not been lessened by the number already in the field. The authors of *How to Teach Reading* have now added another worth-while volume on the subject of reading.

The book is divided into two parts. Part One consists of five chapters, the first entitled "The Function of the School." Herein the authors set forth clearly the function of the school in our present-day complex civilization. Since the home and the community no longer furnish opportunities for the development of the child as they did in the past, the school, as a result, has had to enlarge its work. The school is to be regarded as an ideal community where pupils get practice in applying intelligence to problems as they arise. To quote the authors, "When education is so conceived, all that goes on in the school, on the playground, in the classroom is of vital importance. The rightful place of each subject in the curriculum is then determined by its contribution to those knowledges and skills, attitudes and tastes, and intellectual and social habits that are required for enriched living." These fundamental purposes for which education exists must be kept constantly in mind in the teaching of any subject. Therefore, in the following chapters the authors give suggestions for the teaching of reading which will enable children to acquire the essentials needed to cope with the complex life of today. The four essentials listed by them are broad information, ability to think for themselves, habits of acting for group good, and tastes to safeguard leisure.

Among the topics given special consideration

in these four chapters are remedial work, the use of books and magazines, individual tastes in reading, and various ways of conducting the recitation period.

Part Two is devoted to specific helps by grades from kindergarten through grade six. It consists of illustrations drawn directly from the classroom by grades to show how the many suggestions offered in the book can be put into effect. There are valuable extensive lists of materials for reading which suggest daily directed reading and wide and independent reading.

The book shows that the authors have a scholarly and progressive concept of reading in the curriculum. It will be useful to any teacher of reading for it is specific, concrete and practical.—GRACE E. STORM.

American Reading Instruction. By Nila Blanton Smith. New York: Silver, Burdett and Company, 1935. Pp. x + 287. \$1.90.

Although reading ranks highest in importance in the school subjects, up to this time no one has written a complete story of its development from 1607 to the present. This recent volume by Nila B. Smith has made available the evolutionary progress in reading which has been marked by a series of emphases, each of which has controlled to a large extent both the method and the content of reading instruction during the period of its greatest intensity. The book was written for the purpose of pointing out these periods of emphasis, tracing the background influences which brought them about, and discussing their effects upon reading instruction.

The first chapter introduces the beginnings of reading instruction by touching upon the different types of reading materials most widely used up to the end of the sixteenth century. The six following chapters discuss the various periods of development in American reading instruc-

tion beginning with the earliest period in which the religious motive predominated and directed the instruction among the pioneers of America. Materials that constituted the reading course of this period were the Horn-book, the psalters, primers, and spellers. No provision was made in the readers of this period for repetition of words to insure adequate practice, and the controlling principle which governed the vocabulary was that of proceeding from the simple to the complex in respect to the number of letters and syllables in words. The universal methods of teaching reading were those of learning the alphabet, spelling syllables and reading orally.

The following titles of the next five chapters indicate the evolutionary progress of reading:

- The Nationalistic-Moralistic Emphasis in Reading Instruction
- The Period of Emphasis upon German-Pestalozzian Principles
- The Period of Emphasis upon Reading as a Cultural Asset
- The Period of Emphasis upon Reading as a Utilitarian Asset
- The Period of Emphasis upon Broadened Objectives in Reading.

The periods which are of greatest interest to teachers are the "cultural asset" period, "the utilitarian asset" period, and the present period. Between the approximate dates of 1880 and 1918, educators considered the supreme function of reading instruction to be that of developing appreciation for and permanent interest in reading. In the years following, the public school changed to an entirely different emphasis which was designed to develop skill in rapid, comprehensive silent reading. Another era began in 1925 in which the materials and methods were designed to develop the several different abilities needed in the varied purposes for which reading is used in a well-rounded life.

The author points out clearly the direct relationship between reading and the needs of the times. She shows that reading instruction has been a powerful force in our national progress.

Miss Smith's book, written in an easy natural style, is a valuable contribution to literature in the field of reading and should aid in raising the level of reading instruction.—GRACE E. STORM

BOOKS FOR OLDER CHILDREN

Reviewed by May Hill Arbuthnot

The Good Master. Written and illustrated by Kate Seredy. New York: Viking Press, 1935. Pp. 210. \$2.00.

Here is a rollicking story of life on a great Hungarian farm. Jancsi, son of the "Good Master," is delighted over the expected visit of the city cousin, Kate, a "delicate" child. When the frail little thing arrives, she proves to be an imp and a daring one. The two cousins have great adventures, in the process of which Kate mends her objectionable ways, proves her courage, and wins the affection of all her kinsfolk. Boys and girls from eight on will delight in the fun, the excitement, and the people that make this story a memorable one. Miss Seredy is well known as a distinguished illustrator and now she proves her rare ability as a writer. It would be hard to find a more satisfactory combination of an exciting story beautifully illustrated than Miss Seredy's *Good Master*.

Boy on Horseback. By Lincoln Steffens, New York: Harcourt, Brace and Company, 1935. Pp. 258. \$2.00.

American children should know John Muir's *Story of My Boyhood*, and to this they should add *Boy on Horseback*, which is the autobiography of Lincoln Steffens' boyhood and youth. These books contain authentic Americana at a juvenile level, as indigenous to our soil as granite to New England and corn to Iowa.

The *Boy on Horseback* is a unique record. Given a pony, the young Steffens ranged as far as the pony could travel. He haunted the stables of a race track, and learned all there was to know about horses and a great deal too much about the ignoble cheating of the human beings in charge of the horses. He made friends with Chinese farmers, ranchers, the pages around the Capitol. He was sent to military school, committed some follies, learned some lessons, but through all of his varied experiences he thought gravely and gropingly about the things human beings do.

Steffens the man was indeed the father of Steffens the boy. American children from ten years old on can profit by reading this story of

an unusual boyhood. It is a rare human document, challenging and fine.

The Tale of Two Horses. By A. F. Tschiffely. Illustrated by Kurt Wiese. New York: Simon and Schuster, 1935. Pp. 250. \$2.00.

Children ten years old and older are going to find *The Tale of Two Horses* exciting, amusing and almost too remarkable an adventure to be true. Yet it is the record of a journey made by one man and two horses from Buenos Aires to New York City. It took them two-and-a-half years to cover the ten thousand miles, and those years were filled with incredible escapes from death, encounters with savage tribes of Indians, wild animals, and every extreme of heat, cold, wetness and parching dryness.

The two horses, Gato and Mancho, take turns telling the story. Their patient philosophy of life is only equalled by their sense of humor. Never once does the tale grow sentimental. Courage is casually taken for granted, whether in facing a landslide or starvation. The great ovation they receive in the United States surprises them, but is a minor event after all their adventures.

Here are all the virtues a child admires, not underscored, but just there as part of the day's work. Not only is this a fine study of the relation of men and horses, but it is a thrilling record of hard and joyous adventure. A fine book!

Young Walter Scott. By Elizabeth Janet Gray. New York: The Viking Press, 1935. Pp. 238. \$2.00.

Here is a lively and delightful record of Walter Scott's boyhood and adolescence. It must be admitted that it contains considerable Scotch dialect which will make it hard reading for some children; but half the racy humor of the episodes would be lost if this rich dialect were translated into an orthodox vocabulary.

The young Walter's scorn of his own lameness, his determination to keep in the thick of every "bicker," his solitary reading, seated high on the lonely top of Arthur's Seat, his passion for the ballads and for medieval weapons, are all woven into this biography. There are plenty of adventures recorded. There are some amusing stories of school life and a charming picture of the family life of the Scotts.

The book could be read aloud with profit and

pleasure to eleven-year-old children and, of course, good readers, capable of reading Scott, could read this story of his boyhood for themselves.

NOTES ON PUBLICATIONS RECEIVED

Child Development Readers. By Julia L. Hahn, Jennie Wahlert, and Julia M. Harris. Boston: Houghton Mifflin Company, 1935.

A very recent and interesting series for the primary grades through which children will "acquire a background of experience and language facility before reading word symbols, begin by reading pictures from a book, share in the natural, on-moving, social experiences of the book children, are taught by a method that keeps interest, enjoyment, and thought uppermost all the time."

Fifty Favorite Songs for Girls and Boys. Compiled and arranged by Mary Nancy Graham. Illustrated by Janet Laura Scott. Racine, Wisconsin: Whitman Publishing Company, 1935. 10¢.

A collection of familiar nursery rhymes, singing games and folk songs with simple piano accompaniments. Gaily colored cover and attractive illustrations in black and white.

Let's Pretend; Portfolio of Plays—with—Songs for Children. Plays by Susanna Myers. Songs from Congdon Music Readers. Arranged for piano by Harvey Officer, with a Primer of Play-Acting by Susanna Myers. New York: C. H. Congdon Company, 1935.

Contains seven little plays for grades 1-3, seven for grades 2-4, nine for grades 3-6. Based on the everyday life of children and planned to provide activity for the entire class. *The Primer of Play-Acting* gives helpful suggestions to the teacher.

Successful Living. By the Staff of the Seattle Public Schools. Seattle, Washington: Seattle Public Schools, 1935. Pp. 239.

A collection of reports of activities which "represent the cooperative effort of teachers and principals in a public school system to make the entire school program productive of character growth for boys and girls."

Editor, ELLA RUTH BOYCE



Among... THE MAGAZINES

The Journal of the National Education Association for December publishes the second of a series of articles by William H. Kilpatrick on "Recent Psychological Developments—What They Mean for Curriculum Making." Recognizing that this area of study is as yet controversial he makes an effort "to find the present most inclusive and satisfactory ways of conceiving the accepted facts regarding behavior, or conduct, and learning." The first point he makes about the newer psychology is that it "grows out of a better biology, the doctrine of evolution, and the fact of modern rapid change. It views life as a process of continual interaction between organism and its environment, and accordingly understands both learning and thinking as instrumental aspects of this process working inherently within it. This conception of learning and thinking, in contrast with the older static view, is essentially creative and dynamic as befits a plastic and changing world."

Second, he finds that it takes on the character of life which is now recognized as "interaction between organism and environment" and therefore essentially "effortful and goal-seeking." Goal-seeking is the chief characteristic of this newer psychology. "The incoming psychology counts that goals, varying efforts, success or failure, are the very stuff of life wherever found. Education must expect the learner always to be thus active and goal-seeking. Purposeful activity is the very essence of thoughtful living; it must become as well the essence of intelligent learning."

Third, he shows how this point of view gives learning a new orientation and goes into detail to explain how the educative process is essentially purposive and creative—how "learning is thus by its very nature instrumental to the remaking of both environment and the organism."

Fourth, he explains how the organism must be regarded as a whole, how important are the

concomitant learnings, how relatively unimportant the subjects. Last, he discusses what this all means in terms of curriculum. "The new curriculum must then put first things first. The child must for us come before subjectmatter as such. This is the everlasting and final condemnation of the old curriculum. It put subjectmatter first and it bent—or if need be, broke—the child to fit that. And the only way to put the child first is to put first the child's present living: that it be active and fine; that the pupils have the opportunity to face life itself . . . as they themselves count life, and thus facing life situations learn to deal with them as constructively as we can help them to do. Subjectmatter—if any reader be concerned for it—will be called this way better into play than is usual now, but probably not the whole subjectmatter of the customary school and most certainly not in the usual order."

School and Home, the journal published twice a year by the Parents and Teachers Association of the Ethical Culture Schools, devotes its December issue to the topic, "An Ounce of Prevention." The introductory article, "Newer Aspects of Remedial Teaching," by V. T. Thayer, Educational Director of the Schools, gives a new slant on remedial work. For some years a study of the conditions which call for remedial teaching has been made in these schools with "an eye to their implications for variations in methods of teaching and enrichment of subjectmatter." A careful study of "the peculiarities relatively common to many children which block advance in reading and handicap them under normal procedures in writing, spelling and arithmetic," has shown that "unless these peculiarities are identified early and dealt with intelligently, the pupil becomes in reality a subject for remedial teaching."

Mr. Thayer grants that the recognition of the need for remedial teaching is a step beyond the

earlier idea that the inability of children to meet the requirements of the school was an "act of God." But he feels that study of these disabilities, as they respond to remedial teaching, shows that they are entirely normal and yield to adequate instruction. The recognition of special difficulties and individual differences and an enrichment of the curriculum are two methods which are bringing rich results. He concludes: "Thus it would seem that 'remedial teaching' as a phrase has lost its educational usefulness; but in so far as it has led educators to sense possibilities of which they were once ignorant and to cultivate soil that once lay fallow, it has indeed contributed to educational progress."

Caroline B. Zachary writes on "Education for Emotional and Social Development." She thinks it is well that the mental hygiene specialist has come into the schools slowly, introduced by teachers who have themselves achieved a mental hygiene point of view. She stresses the fact that this expert is concerned with all the children. "We are working on the conviction that personality is to a large extent learned—all experiences in child guidance lead us to this belief. So long as we believe this to be true, education must assume responsibility for personality and emotional development along with its responsibility for mental development and physical health." Her final comment is one that all teachers might well take as a motto: "Early in the school year let us plan to accept and enjoy our children. This will be a constructive step for our mental hygiene as well as for theirs."

Anna Gillingham, the schools' psychologist writes on "Academic Difficulties—Prevention, Remedy, Acceptance." Under the first point she states, "Everywhere teachers are trying to find the correct way of teaching arithmetic, reading, spelling; the right method for instruction in science or foreign language; the best way to arouse interest in social studies, quite ignoring the fact that minds, even more subtle and sensitive than bodies, are each completely different from every other and that there is no *one* correct procedure." She speaks of how adequate handling of the tool subjects, and shaping instruction in the light of them, would prevent much anxiety and failure. Of arithmetic she says, "It has been especially poorly taught and its universal value greatly over-rated." Under the second

point she says that two large divisions appear where remedial work is instituted. "The first consists of those children who need never have reached these remedial departments if an adequate preventive program had been in operation." The second group contains those cases which have specific language difficulties. Of them, she says, "If they are taught as they need to be taught, they will learn to read *without undue strain or sense of inadequacy* though they will probably always be slow readers."

She speaks also of the need for expert teachers and also of the need to recognize how slow the remedial process may be. Under the third point she says, "We must strive to prevent undesirable conditions due to mistaken handling, and to remedy those conditions which do occur despite our care. . . . Furthermore, we must be sure that what we try to prevent is really undesirable." She tells, by way of illustration, of the small boy who remarked, "In school it's awful serious if you can't read. When you're grown up it's not so important. Grown up men don't read. But in school—they read all the time." And she remarks this is indeed true since we "see how successful in adult life are many individuals whose school career presented a succession of difficulties and failures."

Julia Letheld Hahn writes on "Making Reading a Joyful and Successful Adventure" for the January issue of the *Pennsylvania School Journal*. She says that while undoubtedly much improvement has been made in the teaching of reading since Rousseau called it the "scourge of infancy," we must realize that "for an appallingly large number of children, learning to read is still a 'scourge' instead of a joyful and successful experience." She suggests that many of these difficulties might have been avoided "if some one had taken time and trouble to make a thorough study of each child's total development and had handled the whole classroom situation in such a way as to prepare the child to succeed."

Dr. Hahn lists a number of things which may handicap a child in his approach to reading. First is inadequate experience, and on this point she quotes Kerfoot, as follows: "We read quite literally with our own experience. We receive in reading, not directly by what the author tells us, but indirectly by the new uses he stimulates

putting our experiences to." So she feels that "meager experience is perhaps the most common and significant factor in the lack of reading readiness." Next comes lack of oral expression, physical defects, and personality difficulties. She speaks also of early discouragement which blocks the child's learning unnecessarily. She suggests a number of practical ways to meet these difficulties and ends with this statement, "Thus reading can be made for a larger number of children a joyful and successful adventure." One wonders if this means that we must still face discouraging failure for a considerable number of children.

Child Study for December deals with Parents, Children, and Amusements. Sigmund Spaeth is interviewed on "Music in the Home." In answer to the question, "How early should they start?" he answers that it is never too early to *listen*, since it is impossible to tell how soon musical sounds begin to register in the child's consciousness.

"Certainly," he continues, "every baby should be permitted to hear good music regularly from its earliest days. . . . There are definite indications that a child responds to rhythm very early in life, and it is quite common to find babies humming melodies long before they are able to talk. . . . Since a child obviously hears from the very outset, the things it hears might as well be worth hearing."

Throughout, the article emphasizes the joy which children should find in music and which they do find if natural contacts are made from very early childhood, and if a play or game attitude is kept. A warning which the schools might well heed is, "Every time you see a child who has lost interest in music, it probably means that at some stage in his development that child was told that he must practice or that he ought to like Bach, Beethoven, and Brahms better than rag-time and jazz. After all, is it of first importance that a child should play really well? Certainly it is not important enough to involve the victim in distasteful drudgery. The vital thing is the continued enjoyment of music, and if good listening habits are formed early enough, taste will take care of itself."

The home's responsibility is indicated in the statement, "When a child first goes to kinder-

garten or school, his musical intelligence should have been prepared at home in the same way as his general intelligence. If more parents made a point of this, we might have more than one per cent of our population musically literate and this would be a new and most encouraging portent for the musical future of the American people."

"Hobby Riding—at Home and School" is discussed by Earl S. Goudey who encourages parents to help the child discover and unfold an interest and to give him every opportunity to pursue his hobby. "Take time to help a child get started on a hobby. He will then take care of it himself. Better still—work with him to the end that you share the fun with him and even more to be desired than fun—a sense of comradeship that will bring rich rewards to you both as the years go on."

"Family Games" by Zilpha C. Franklin, in this same issue of *Child Study*, will be of interest to anyone whether he has a family or not.

The New International Journal of Individual Psychology in its third quarterly issue has a number of very interesting articles which discuss school problems in terms of individual psychology. "The Prevention of Delinquency" by Alfred Adler deals with the one aspect of delinquency which he believes is fundamental. "The important element is the cultivation of the inborn possibilities for social feeling to the point where the individual shows in his behavior a sufficiency of active social interest. In that way the whole attitude of the individual regarding the tasks of life is directed toward common usefulness." He discusses at length how social feeling arises and how it may be cultivated. It starts very soon after birth and exists first as a spirit of cooperation between the mother and the child. It is important that the mother see that this spirit of cooperation is not confined to her, but is extended to others. This Dr. Adler considers of the utmost importance, whether the child be active or passive by nature. "Even in a passive way, it can expect everything from others; but if it shows more activity it will proceed actively to take from others for itself whatever it wants that is not given to it voluntarily. *Right here is the beginning of delinquency!*"

". . . To make the child a cooperator should become the common tradition of education."



Editor, BETH WELLMAN

Research..

ABSTRACTS

A Study of Library Reading in the Primary Grades. By C. DeWitt Boney. *Teachers College, Columbia University, Contributions to Education, No. 578. New York City: Bureau of Publications, Teachers College, Columbia University, 1933. Pp. vi + 70.*

The development of objectives underlying library reading in the primary grades is traced by the author through various historical periods, showing how the objectives determine the type and quantity of reading materials used. Reading played a small part in the lives of the early Colonists. The scarcity of books, lack of interests outside the immediate locality and the diversification of home occupations to satisfy the necessities of life made oral expression the common means of communication. Religious convictions shaped the reading habits. The Bible, primer and spellers were the chief reading sources for children. In the period of American authorship (1776-1840) the spirit of nationalism was reflected in the teaching of patriotism and good citizenship. This was done through stories which extolled the country and gave examples of a good moral life. The period from 1840 to 1880 saw renewed emphasis on moral objectives, emphasis on elocution and the rise of the movement to adapt reading material to the child. From 1880 to 1916 there came a new trend, that of requiring instruction to develop in the child a love for reading and an appreciation for good literature. The objectives of the present period (1917 to 1932) were summed up by the Reading Committee of the National Society for the Study of Education in 1925 as follows: develop strong motives for and permanent interest in reading, and develop rich and varied experience in reading.

Techniques recommended for accomplishing the present day objectives include the following: Supervised periods should be provided for the

reading of library books and for the sharing of these experiences. The work of the teacher should be that of removing handicaps which might impair the enjoyment of reading, giving special assistance to slow and weak pupils, making note of bad reading habits for correction during another period, aiding children in preparing stories to share, stimulating interest in reading materials, working with small groups, and sharing reading experiences with individuals and small groups. Children should have some responsibility in furnishing books and in caring for them. They should feel accountable for conducting the library reading period and the story hour. These materials seem suited to young children: fanciful stories, realistic stories, factual information, poetry, pictures, and picture books.

The above recommendations were made after examination of twenty-five selected professional publications dealing with general methods of teaching reading and published since 1924. Information from courses of study was also obtained from forty-seven selected school manuals published since 1924 and from questionnaire returns from ninety-four first grade teachers, eighty-two second grade teachers and seventy-eight third grade teachers in public and private schools in rural and urban communities in twenty-nine states. Reading lists that should prove helpful to teachers are specified.

Some methods that teachers can profitably use in stimulating interest in reading are given:

- Encourage children to purchase books.
- Have children select books for the library reading table.
- Have children earn money to purchase books.
- Have children assist in running the library.
- Organize book exhibits.
- Give special book programs—dramatizations.
- Use posters advertising books.
- Provide abundant interesting material.
- Provide a motive for reading to find out how to make a sailboat, etc.
- Make records of children's readings.

Change books on library table frequently.
Organize summer reading clubs.
Encourage children to check books from the public library.
Post a monthly list of worth while books.
Visit the story hour at the public library with the group.

It is pointed out that children may develop bad reading habits if the reading program is not well planned and if the children are not given adequate supervision.

The general conclusion of the survey is that present trends show the need for a program of library reading that allows the child freedom to make selections according to his interests, to read at his own volition, and to share the responsibility for conducting the whole program with the teacher. They also show the need for a variety of interesting materials, and for a teacher who is able to guide the children in their readings. It seems safe to predict that future endeavors to develop a more natural approach to reading will follow these trends to a great degree.

An Experimental Study of the Effect of the Use of the Typewriter on Beginning Reading.
By Cecilia E. Unzicker. *Teachers College, Columbia University, Contributions to Education, No. 610. New York City: Bureau of Publications, Teachers College, Columbia University, 1934. Pp. viii + 95.*

What effect does use of the typewriter by first grade children have on their ability to learn to read? To answer this question, an experimental group of 125 children receiving typewriting training was compared with an equal group of children carrying on a normal first grade program. Seven classes in Elizabeth, New Jersey, and three classes in the demonstration school at Teachers College, Columbia University, were studied. The groups were of average intelligence, the mean intelligence quotients being 103 and 104, and the ranges of intelligence quotients 71 to 146 and 72 to 141 respectively. The mean age of each group was 75 months. The number of days of school attendance was the same (one day more on the average for the experimental group).

The experiment was carried on for seven full

uninterrupted school months (October through May). The programs for the two groups were similar except that the experimental group received training in typewriting seventy-five to ninety minutes per week, this activity displacing all other parts of the program proportionately. The typewriters were equipped with primer type.

Achievement in reading was measured by four standardized reading tests given in December or January and in May: Gates primary reading tests, 1, 2 and 3; Detroit word recognition; Haggerty reading examination, Sigma 1; and Gates visual perception, A3. There was very little difference in reading achievement between the experimental and control groups. The small differences that were found were in favor of the experimental group.

Pupils in the lower ranges of intelligence were helped most by use of the typewriter. The gains of the children in the upper ranges of intelligence were the same in the two groups, but the children with intelligence quotients below 90 in the experimental group made greater gains on the achievement tests than comparable children in the control group.

It was thought that pupils in the experimental group read with more fluency, better expression and with greater smoothness, indicating larger eye span. Most of the teachers, however, saw no outstanding evidence of good or bad effects of typewriting on reading. Less than one-half of them were of the opinion that its effects were decidedly good.

Children who used typewriters wrote more than children who used pencils alone. Only about two per cent as many words were written by the control group as by the experimental group.

"The important results of the study is not that typewriting promotes learning to read, but rather that typewriting, as carried on in this experiment, does not harm the reading of first grade pupils taught by the more progressive methods. If the real influence of typewriting on reading is as favorable as that indicated by the results of the present study, school administrators and primary teachers and supervisors who are concerned primarily with effective development of beginning reading should not hesitate to introduce typewriters as educational instruments in the kindergarten and primary grades."

The Emotional Stability of Teachers and Pupils.

By Paul L. Boynton, Harriet Dugger, and Masal Turner. *Journal of Juvenile Research*, 1934, 18: 223-232.

Emotionally unstable teachers have associated with them children who also tend toward instability whereas emotionally stable teachers have associated with them pupils who are more emotionally stable. Such was the conclusion from a study of 73 teachers and 1,095 pupils, all from the fifth and sixth grades, who filled out the Woodworth-Mathews personal data sheet and answered some additional questions.

Pupils and teachers had been in contact with each other only two to two and one-half months. It appeared likely in the beginning of the study that if any relationships were noted they would not be so pronounced as they probably would have been at the end of a full school year of teacher-pupil associations. From each teacher's class fifteen children were selected by taking the first fifteen from an alphabetical list and evening up the number of boys and girls. All papers were unsigned.

Three methods of scoring were used, one based on the regular Woodworth-Mathews sheet, one on the twenty-five additional questions, and the third on combined scores.

In general the teachers studied were of more than average stability. In making the comparisons between teachers, all teachers who were in the highest fourth in scores (most unstable) were grouped together and all teachers who were in the lowest fourth in scores (most stable) were put in another group. The difference in scores of the pupils was then found for boys and girls separately on the regular Woodsworth-Mathews, the additional questions, and the two combined.

"Probably the most outstanding feature in this study is that at every point of comparison for children of both sexes those who were in the rooms of the most unstable teachers, as determined by any of the three methods employed, made higher average scores than the children in the rooms of the most stable teachers, as determined by any one of the three methods." (p. 228)

The authors go ahead to show that not only was there a tendency for a difference in the means, but that the difference was large enough in almost every comparison to show that the chances were less than one in 100 that a true difference did not exist. Or, if one wishes to state it positively, that the chances were at least 99 in 100 that a true difference existed between the groups compared.

"When the study is looked at in its entirety, it seems to give very definite, clear-cut evidence to the effect that emotionally unstable teachers tend to have associated with them children who tend toward instability, whereas emotionally stable teachers tend to be associated with more emotionally stable pupils. While the assignment of causes is precarious, it does appear to be reasonable to assume that if a teacher is of a hyper-emotional type, she tends to disturb her pupils emotionally, but if she is emotionally stable she tends to bring about emotional stability among her pupils. This conclusion, if justified as it seems to be, is of tremendous significance to the schools and school children. Mental health should be a cardinal aim of school training; yet if teachers are selected who are not in control of themselves, it would seem that we have evidence that in only two months of association with their children these teachers tend to distort their pupils' points of view or upset their mental health. May not matters of this type be fully as significant in teacher selection as years of experience and college training?" (p. 232)

IN WINTER WOODS

In winter woods where silence lives,
Each casual sound a true joy gives.
Lest you should miss this charm of sound
Of leaves astir when winds whirl round,
The swish of pines, the crunch of snow,
The muffled song of brooklets' flow—
Lest you, for idly-uttered word,
Should miss the tap or call of bird,
Walk silently in winter woods.

From *The Merry Out-of-Doors* by Lila Hurley
Stephen Daye Press

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News... FROM HEADQUARTERS

By MARY E. LEEPER

Association News

WORLD FELLOWSHIP COMMITTEE

Dr. Mary M. Reed, Chairman of the A.C.E. World Fellowship Committee, announces that arrangements have been completed for one of the European Tours for 1936 and that plans for other tours are going forward.

A tour to France, Belgium, Holland and England under the direction of the International Institute of Teachers College, is offered as a field course in the study of nursery school, kindergarten, and early elementary education. Credit may be secured for this course under the guidance of Miss Agnes Burke.

The group will sail from New York on June 27 and will return about August 14. The minimum expense (Tourist class boat, fare both ways) and full traveling expense in Europe, exclusive of personal expenditures will be about \$598 (\$531 for Third Class). The University fee and 4 points of tuition are included. Additional credit is at the rate of \$12.50 per point.

Those wishing further information should write to the International Institute, Teachers College, New York City.

Other tours arranged through the efforts of the World Fellowship Committee will be announced as the arrangements are completed.

A.C.E. MEMBERS IN ST. LOUIS

When the Department of Superintendence meets in St. Louis the last week in February, A.C.E. members and all those interested in the young child will find many interesting sessions to attend.

On Monday at 2 P.M., the National Council

of Childhood Education will discuss "The Role of Language in the Development of Children." Ruth Andrus will preside. The members of the Forum will be: Marie Belle Fowler, Olga Adams, Marjorie Hardy, Emmett Betts.

On Tuesday the National Council of Childhood Education, at a luncheon meeting, will discuss "The Administrator Plans for the Education of Young Children." Helen Reynolds will preside and Worth McClure will lead the discussion.

On Wednesday afternoon, under the direction of the Department of Superintendence, four groups will discuss various phases of "Providing a Good Life for the Young Child." Leaders of these groups will be: Mary E. Murphy, Edna Dean Baker, Lucy Gage, Vivian Thayer.

NEW A.C.E. BRANCHES

The list of new Branches continues to grow. You will be interested in noting the wide geographical distribution of those listed below:

Alumnae Club, Chicago Free Kindergarten Association and Kindergarten Collegiate Institute, Chicago, Illinois

Allen County Association for Childhood Education, Indiana

Cedar County Association for Childhood Education, Iowa

State Teachers College Association for Childhood Education, Springfield, Missouri

Asheville Association for Childhood Education, Asheville, North Carolina

Denton Association for Childhood Education, Denton, Texas

Stevens County Primary Council, Washington

General News

N.A.N.E. CONFERENCE

The sixth biennial conference of the National Association for Nursery Education was held at the Statler Hotel in St. Louis, October 31 to

November 2, 1935. As in previous conferences the discussion method was used, and only a few formal papers or speeches presented. Two topics emphasized at the conference were the Federal

program in nursery school education and the integration of nursery school and public school education.

A significant feature of the conference was the participation of state and local public school officials and of representatives of civic, social and professional organizations interested in the welfare of young children and their families.

Officers of the Association for the next biennium are Dr. Ruth Andrus, president; Dr. Abigail A. Eliot, vice-president, and Dr. Josephine C. Foster, secretary and treasurer.

The Proceedings of the Association will be published and may be obtained from the secretary (University of Minnesota) at one dollar a copy.

NEW CHILDREN'S MAGAZINE

Story Parade, a literary monthly for girls and boys from eight to twelve, made its first appearance in December. Teachers as well as parents and children will hail with joy this new magazine with its appeal to children's genuine interests in story, drama, verse and pictures. It is not a commercial venture, but an earnest effort to produce the best magazine possible for children. A glance at the names of the members of the Advisory Board, the Editorial Board and the contributors to the December issue will convince you that the "best friends" of children in the country are cooperating in this effort to give children of today a magazine they will proudly claim as their very own.

Story Parade is published at 70 Fifth Avenue, New York City.

LIBRARY OPENS MOTHERS' ROOM

On December first, through its Adult Department the Youngstown, Ohio, Public Library inaugurated a new phase of Adult Education—teaching mothers how to instill the love of books and reading in their children *from babyhood*. Institutes will be held from time to time with formal lectures and demonstration periods. An extensive collection of books and materials will be available for use both in the room and for home circulation. The Library is receiving enthusiastic cooperation in this undertaking from local Parent-Teacher Councils, Mothers' Groups, Child Study Groups, and other organizations working in the preschool field.

NEW BULLETINS

The November issue of the *Research Bulletin* of the National Education Association is entitled "Better Reading Instruction: A Survey of Research and Successful Practice." It reviews the classroom practices of 1527 successful teachers—225 to 288 in each grade from one to six—and offers helpful teaching suggestions gleaned from 1356 references on elementary reading instruction. The bulletin is primarily a teaching handbook, directing attention to common difficulties in reading instruction and offering practical suggestions with respect to these problems. It may be ordered from the National Education Association, 1201-16th Street, N.W. Washington, D.C., Price 25¢.

A bulletin of 208 pages called, "*Our Kindergartens*" describes teaching units representative of the materials and practices in kindergartens for five-year-old children. It is clearly stated that the units described are not being used as definite procedure steps, but only as inspiration for the development of better units of work. The bulletin was prepared under the supervision of Hugh Bonar, superintendent of the Manitowoc Public Schools, and Alice Brady, Grade Supervisor of the Manitowoc Public Schools. Copies may be secured from the Board of Education, Manitowoc, Wisconsin, Price \$1.00.

PROGRESSIVE EDUCATION ASSOCIATION

"Child Development—The Basis For The Educational Program" is the theme of the national conference of the Progressive Education Association in cooperation with the Chicago Association for Child Study and Parent Education. The conference will be held February 27, 28, and 29 at the Palmer House, Chicago. Write for an announcement to the Progressive Education Association, 310 West 90th Street, New York City.

CONFERENCE ON EXCEPTIONAL CHILDREN

The International Council for Exceptional Children will hold its fourteenth annual convention at Hotel Stevens, Chicago, February 20, 21, and 22. Information concerning the program may be secured from Dr. Garry C. Myers, Cleveland College, Western Reserve University, Cleveland.

CHILDREN'S EDUCATION



MARCH 1910

Journal of the National Association of Teachers

Published Monthly by the National Association of Teachers

The Association of Teachers of Music and the Association of Teachers of Art

Edited by J. H. G. and J. H. G.

Character Development and the School

Character Development and the School

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